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MITCHELL | HAMLINE

School *of* Law





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Catalog is Under Construction



About

Introduction

The Mitchell Hamline School of Law Catalog serves as the primary source of information about the law school's academic standards, policies, curriculum, and program requirements. The contents of this Catalog are current and accurate as of August 2025. This Catalog is reviewed and updated annually; however, the law school reserves the right to make changes at any time. All students are responsible for the information contained in this Catalog.

This Catalog is designed to help students understand the academic and student affairs rules, policies, and procedures of the law school. Many of the policies and procedures are crafted and published in accordance with the American Bar Association's [Standards and Rules of Procedure for Approval of Law Schools](#). All students are expected to refer to this Catalog periodically throughout their law school careers. Failure to do so does not exempt a student from the requirements stated herein.

In addition to this Catalog, the [law school website](#) serves as a valuable resource to all students and should be visited frequently. The [Current Students](#) section of the website provides important information about academic schedules and requirements, registration, exams, accommodations, student records, competitions, and student organizations. Additional law school and student policies can be found in the [Mitchell Hamline Policy Repository](#) linked from this Catalog and on the [Current Student Webpage](#).

2025-2026 Academic Calendar

Fall Term	Day/Evening	Blended Part-time Semester 1	Blended Part-time Semester 3	Blended Part-time Semester 5 & 7
First Day of Term	August 17	August 17	August 17	August 17
First Day of Classes	August 18	August 17	August 17	August 17
Prep Week	N/A	August 18-23	August 24-27	N/A
Add/Drop Deadline	August 22	August 22	August 22	August 22
Labor Day Holiday	September 1	September 1	September 1	September 1

Fall Term	Day/Evening	Blended Part-time Semester 1	Blended Part-time Semester 3	Blended Part-time Semester 5 & 7
Capstone Week	N/A	Section 1B2: November 9-15 (week 13) Section 1B1 and 1B3: November 2-8 (week 12)	Section B1 and B3: November 15-20 (week 14) Section B2: November 9-14 (week 13)	November 2-8 (week 12)
Registration Opens for JTerm and Spring Term	Mid-October	Mid-October	Mid-October	Mid-October
Last Day of Classes	November 22	November 22	November 22	November 22
November Break	November 23-30	November 23-30	November 23-30	November 23-30
Make Up/ Reading Days	December 1-4	December 1-4	December 1-4	December 1-4
Exam Period	December 5-15	December 5-15	December 5-15	December 5-15
Last Day of Term	December 15	December 15	December 15	December 15
Grades Due from Faculty	January 5	January 5	January 5	January 5
Grades Posted to Student Records	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty

J-Term	Day/Evening	Blended Part-time Semester 1	Blended Part-time Semester 3	Blended Part-time Semester 5 & 7
Term Dates	January 4-17	January 4-17	January 4-17	January 4-17
Grades Due from Faculty	Two weeks after course ends or final paper is submitted	Two weeks after course ends or final paper is submitted	Two weeks after course ends or final paper is submitted	Two weeks after course ends or final paper is submitted
Grades Posted to Student Records	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty

Spring Term	Day/ Evening	Blended Part-Time Semester 2	Blended Part-time Semester 4	Blended Part-time Semester 6 & 8
First Day of Term	January 18	January 18	January 18	January 18
Frist Day of Classes	January 20	January 18	January 18	January 18
Prep Week	N/A	January 22-25	January 29-February 1	N/A
Add/Drop Deadline	January 24	January 24	January 24	January 24
Registration Opens for Summer Term and Fall Term	Mid-March	Mid-March	Mid-March	Mid-March
Spring Break	March 22-28	March 22-28	March 22-28	March 22-28
Capstone Week	N/A	Section 1B2: April 19-24 (week 13) Section 1B1 and 1B3: April 26-May 1 (week 14)	Section 2B1 and 2B3: April 19-24 (week 13) Section 2B2: April 26-May 1 (week 14)	April 19-25 (week 13)
Last Day of Classes	May 4	May 2	May 2	May 2
Make Up/ Reading Days	May 5-7	May 3-7	May 3-7	May 3-7
Exam Period	May 8-18	May 8-18	May 8-18	May 8-18
Last Day of Term	May 18	May 18	May 18	May 18
Commencement	May 30	May 30	May 30	May 30
Grades Due from Faculty	June 1	June 1	June 1	June 1
Grades Posted to Student Records	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty	Two weeks after receiving grades from faculty

Summer 2026 **May 24-August 8, 2026**

Accreditation and Memberships

American Bar Association

Mitchell Hamline School of Law is accredited by the American Bar Association, Council of the Section of Legal Education and Admission to the Bar.

Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association
321 North Clark Street
Chicago, IL 60654
312-988-6738

Higher Learning Commission

Mitchell Hamline School of Law is a candidate for accreditation with the Higher Learning Commission (hlcommission.org), a historically regional accreditation agency recognized by the U.S. Department of Education.

Minnesota Office of Higher Education

Mitchell Hamline School of Law is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Health Care Compliance Association

Qualified graduates of the Health Care Compliance Certificate program from Mitchell Hamline’s Health Law Institute are eligible to take the Compliance Certification Board’s (CCB) Certified in Health Care Compliance Exam.

Non-Discrimination Statement

Mitchell Hamline School of Law (the “School”) is committed to providing a working and learning environment that maximizes the potential of each student, faculty member, and staff member.

Discrimination or harassment of any sort interferes with that environment. Therefore, discrimination or harassment on the basis of actual or perceived race, color, creed, religion, national origin, sex/gender, gender identity, gender expression, marital status, familial (or parental) status, disability, status with regard to public assistance, sexual orientation, age, family care leave status, or veteran status, or any other protected class defined by law (“discrimination or harassment”) is prohibited and will not be tolerated. Retaliation against a person who reports or complains about discrimination or harassment, or who participates in or supports the investigation of a discrimination or harassment complaint, is also prohibited and will not be tolerated.

Vision, Mission, and Values

Vision

Mitchell Hamline will be the nation’s leading innovator in legal education. We provide rigorous, practice-based training that equips students for the changing realities of the legal profession. We empower students to pursue careers of meaning. We use technologies in new ways to expand access to legal services and legal knowledge.

Mission

We live, study, and teach the law, working to make it just and accessible. We are dedicated to:

- Serving as a gateway to opportunities that enable students to further causes about which they are passionate;
- Preparing students to compete successfully for jobs that exist today while positioning them to excel in jobs yet to be created;
- Expanding access to legal knowledge throughout society, among lawyers and non-lawyers alike;
- Providing access to high-quality legal education for people from a wide variety of backgrounds; and
- Advancing the rule of law and justice for all.

Values

Courage and Independence:

We imagine
We take risks
We are resilient

Inclusion and Integrity:

We listen
We depend on difference
We foster transparency and trust

Commitment and Accountability:

We speak up
We create
We deliver

Community and Collegiality:

We serve together
We celebrate together
We connect locally, nationally, and globally

Board of Trustees

Executive Committee

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Chair, Mitchell Hamline Board of Trustees
President, Productivity

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Vice Chair, Mitchell Hamline Board of Trustees
County Attorney, Ramsey County

Brian Batzli '85

Secretary, Mitchell Hamline Board of Trustees
Partner and Chairman Emeritus, Merchant & Gould

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Treasurer, Mitchell Hamline Board of Trustees
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Adjunct/Affiliated Professor
Owner, Ascheman Law

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Legal Risk Manager, Amazon

Megan Brennan '06

Assistant General Counsel, Labor and Employment, Andersen Corporation

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Tax Partner, EisnerAmper

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Owner and Founder, Contreras & Metelska

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Referee, Second Judicial District of Minnesota

Scott Flaherty

Partner, Taft, Stettinius & Hollister

Judge Juanita Freeman '08

District Court Judge, Second Judicial District of Minnesota

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Senior Vice President, Wealth Advisor, 1834, a Division of Old National Bank

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Vice President and Managing Counsel, Thrivent

Duchess Harris '11

Special Assistant to the Provost for Strategic Initiatives, Professor of American Studies, Macalester College

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Founding Partner, Hellmuth & Johnson

Frances L. Kern '13

Attorney, Bureau of Consumer Protection, Division of Marketing Practices, Federal Trade Commission

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Owner/Managing Attorney, Messick Law

Chris Montana '13

Founder, CEO, and Head Distiller, Du Nord Craft Spirits

Kathleen M. Murray

Acting/Interim President, Hamline University

Judge Bhupesh Pattni '12

District Court Judge, Sixth Judicial District, Minnesota

Jacqueline Perez '19

President, Mitchell Hamline Alumni Association
Assistant Hennepin County Attorney in the Child Protection Division, Hennepin County

Christopher D. Pham '09

Senior Associate, Fredrikson & Byron

David D. Ransom '91

Shareholder, Brownstein Hyatt Farber Schreck

Lisa Spencer '01

President, Henson Efron

Jessica Stomski '08

General Counsel, Prairie Island Indian Community

Ugo Ukabam '02

Director, Senior Counsel, General Mills

Sean Whitlock '04

CEO and General Counsel, Whitlock Capital Group

Executive Leadership



Camille M. Davidson
Bonner Family Chair
President and Dean



Morgan Holcomb
Vice Dean, Academics
Professor of Law



Zeanta Jill Bryant
Vice Dean, Administration
Professor of Law






Tressa Ries
Vice President, Finance and Administration



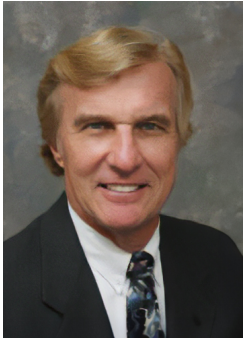
Ann Gemmell '12
Vice President, Enrollment








Kent Spaulding
Vice President of Institutional Advancement
and Marketing and Communications

	Lynn LeMoine '11 Dean of Students
	Lisa Heidenreich '92 Interim Director, Warren E. Burger Law Library
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	General Counsel - TBA
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Faculty Emeriti

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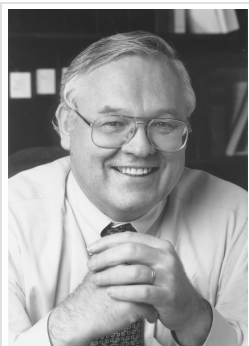
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Ph.D., University of Minnesota



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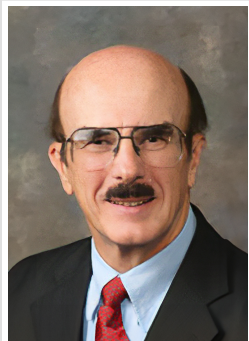


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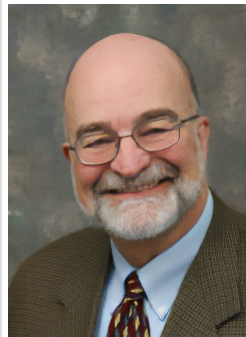
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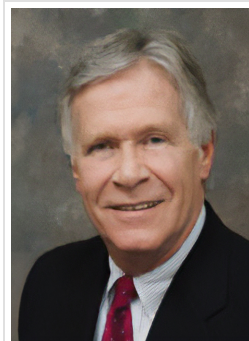
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A.B., 1977, University of California, Berkeley
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LL.M., 1991, New York University School of Law

Academic Programs

J.D. Program

Overview

Mitchell Hamline offers several enrollment options to meet the needs of students from all walks of life: full-time; part-time weekday (day or evening); and blended learning options. Each enrollment option offers a strong foundation in theory and practice that provides students the skills, knowledge, professionalism, and experience to step confidently into their careers.

Students begin classes at Mitchell Hamline in the fall semester, or, if transferring from another ABA-accredited law school, may be able to enroll in the fall, spring, or summer. The schedule follows a traditional academic calendar with two semesters each year, and in addition, offers several classes during J-Term and summer. Students are not required to take classes in the summer or J-term. The law school begins accepting applications in October and admits students on a rolling basis.

Information about the J.D. program, each enrollment option, and the application process is available on the [Admissions website](#).

Information about academic requirements is available in the Academic Rules section of this Catalog, including Graduation Requirements and Curriculum Requirements.

[JD Requirements](#)

Certificates, Centers, and Institute

Certificates, Centers, and Institutes

Mitchell Hamline offers several certificates and focused study in specialized areas of law.

[Child Welfare Certificate](#)

[Conflict Resolution Certificate \(Non-JD Students\)](#)

[Conflict Resolution Certificate \(JD Students\)](#)

[Health Care Compliance Certificate](#)

[Health Law Institute Certificate](#)

[Health Law Certificate – Concentration in Food Law](#)

[Law and Business Certificate](#)

[Native American Law and Sovereignty Certificate](#)

[Patent Law Certificate](#)

Experiential Learning Programs

Mitchell Hamline students can get experience with real clients with real legal problems. The levels of responsibility, time investment, and specialization increase as they progress through their studies. Coursework includes skills training, simulations, and role-playing exercises allowing students to get feedback on developing legal skills. Experiential learning programs include:

Clinics – Under the direct supervision of professors, students work in clinics to represent low-income clients. Clinic students are given primary responsibility for the representation or other lawyering experience (such as mediating cases). In addition to their casework, they meet weekly in a classroom component designed to provide them with the knowledge and skills needed to act in the role as a lawyer. Most clinics require that students be eligible for certification under the student practice rule.

Externships – Students work across a range of practice areas and legal settings. Students in externships are primarily located in field placements approved by the law school and supervised both by Mitchell Hamline faculty and by attorneys in the field.

Residencies – Students in their final year can gain practical experience through immersive, semester-long work opportunities inside of law firms, businesses, state and county agencies, courthouses, and other organizations. Residency students are expected to devote 30-40 hours per week at their placement site and to enroll in a companion classroom component or other academic component supervised by a Mitchell Hamline faculty member.

Simulation Courses – Legal practicum and advanced simulation courses immerse students in the areas of general practice and advocacy through innovative hands-on learning exercises pioneered by Mitchell faculty and staff. To provide a foundation for advocacy and problem-solving in litigation and transactional contexts, all students are required to take the Advocacy course and either Negotiation or Transactions & Settlements.

Legal Writing - Mitchell Hamline's first year Legal Writing program is a foundational offering, required for all first-year students, intended to enable them to master fundamental client representations skills. Students meet in small groups

to practice interviewing and counseling clients, writing memos and letters, researching the law, negotiating contracts and settlements, reasoning about a client's situation in light of the law, settling cases, and arguing motions.

The Minnesota Justice Foundation (MJF) is committed to promoting social justice and improving legal services for those who have been under-represented by the legal profession. Through MJF, students—starting in their first year—have the opportunity to work with lawyers in a variety of legal advice settings or to complete research projects for lawyers who have taken clients and cases on a pro-bono basis. Mitchell Hamline students who volunteer more than 50 hours prior to graduation will receive a notation on their transcript and a certificate. Students who volunteer 150+ hours will also receive golden honor cords at Commencement. Students may log hours from volunteer opportunities available through the Minnesota Justice Foundation (MJF) or through other approved sources.

Dual Degree Programs

While enrolled at Mitchell Hamline School of Law, a student may pursue other courses of study (including dual degree programs approved by the law school and other graduate or undergraduate programs) with prior approval from the Vice Dean, Academics.

To be eligible for dual degree credits, students must have completed one year of law school and be in good academic standing. In addition to seeking a transfer of credit, students must provide an acceptance letter to the degree program outside of Mitchell Hamline School of Law.

In collaboration with Hamline University, Mitchell Hamline students enrolled in the J.D. program have the opportunity to pursue two degrees leading to the J.D. and a master's degree in the following programs:

- Master of Business Administration (J.D./M.B.A.)
- Master of Fine Arts in Writing (J.D./M.F.A.)
- Master in Public Administration (J.D./M.P.A.)
- Master in Nonprofit Management (J.D./M.N.M.)

Through a partnership with the University of Minnesota, J.D. students may pursue the Master of Public Health in Public Administration & Policy (MPH-PHAP).

For more information about these programs, contact the Vice Dean, Academics.

LL.M. Degree Program

Mitchell Hamline's LL.M. Degree Program is designed for foreign law graduates who possess a law degree (LL.B. or equivalent) from outside of the United States. The program requires students to complete 24 credits including an introductory course to familiarize them with the American Legal System. Students may complete a master's thesis. Most students complete the program in one academic year (fall and spring) of study during which they focus on a specialized area of law. Students choose their courses with the support of a faculty advisor. Areas of specialization include, but are not limited to, alternative dispute resolution, intellectual property, international law, business and corporate law, and health law.

Complete information about the application process is available on the [LL.M. Degree Program](#) webpage.

Key components of the LL.M.

- Structured for students who possess an LL.B. or equivalent degree earned outside the United States.
- Most students complete the program in two full-time semesters.
- Each student is assigned a faculty advisor based on the student's interest or area of study. Together, the advisor and student design a course of study that includes rigorous law courses and the opportunity to learn from practicing lawyers and judges. Students and advisors meet regularly throughout the program.
- Students are required to earn a minimum of 24 credits to complete the LL.M. degree.
- Students take a required introductory course and then choose from the law school's J.D. courses. Tutors are available for LL.M. students.
- All degree-seeking LL.M. students may choose to complete a master's thesis in their area of interest.
- Students can choose courses in specialized areas of law, such as alternative dispute resolution, intellectual property, international and comparative law, business and corporate law, health law, and others.

Benefits of an LL.M. degree from Mitchell Hamline

- Learn American legal doctrine and receive an in-depth understanding of America's legal system and the practice of law in the United States.
- Deal more effectively with American trained lawyers on international transactions or disputes that involve American law and legal institutions.
- Provide more effective representation to clients with interests in the United States and American clients with interests in your home country.

- Take advantage of Mitchell Hamline's broad network of practicing lawyers for practical training and in-the-field placement.
- For law faculty, learn about the American legal system and receive important grounding in the case law method and legal reasoning process at the heart of the common law tradition. Increasingly, an LL.M. degree from an American law school is recognized as an important professional credential in many educational institutions.
- Customize your own LL.M. degree with either a specialized focus or general courses. You will have the flexibility to create your own program and put together a curriculum that reflect a certain practice specialty or academic focus that is of particular interest to you.

Does completion of the LL.M. degree qualify students to take the bar exam?

The LL.M. degree is not intended to qualify foreign lawyers to take the bar exam or to practice law in the State of Minnesota, although it may enable students to take the bar exam in other states. Each state has its own regulations regarding qualification to take the bar exam. Students should do their own research regarding these regulations. The National Conference of Bar Examiners publishes a yearly guide with bar information of all individual states and additional details. If you are interested in taking a bar exam in the United States, we recommend you research these regulations before you enroll in any LL.M. program.

[National Conference of Bar Examiners](#)

Academic Rules

1.01. Academic Performance

A. Academic Standing, Probation, and Dismissal

1. **Good Academic Standing**

All J.D. and LL.M. students having at least a 2.2 cumulative grade point average are in good academic standing. For all students, cumulative G.P.A. is determined for the first time at the end of a student's first academic semester, and at the end of each fall and spring semester thereafter. A student must be in good academic standing to be eligible for student practice.

Unless otherwise authorized by the Vice Dean, Academics, a student must be in good academic standing to participate in "non-classroom credits" courses, for which credit is based substantially on time spent outside a regularly-scheduled law school class.

"Non-classroom credits" courses include:

- Field placements, such as externships and residencies
- Moot court and other competitions
- Publications
- Independent studies, including the Independent Long Paper and Internships with Faculty
- Dual degree (graduate school) courses
- Teaching Assistant courses, including Learning Community Leader credits
- Any courses for credit based substantially on time spent outside a regularly-scheduled class at MHSL or another ABA-accredited law school

"Non-classroom credits" courses do NOT include:

- Seminars or clinics that require a substantial classroom component. Students must be in good academic standing to register for or participate in clinics
- Foreign study programs approved by MHSL or another ABA-accredited law school. Students must be in good standing to register for a study-abroad program
- Courses conducted by MHSL or another ABA-accredited law school in accordance with ABA standards for distance education

2. **Requirement for Additional Curricula and/or Academic Support Programming**

Students matriculating in fall 2022 or later with a cumulative grade point average under 3.0 and/or students in the bottom quartile of the class at the end of a student's second academic semester will be required to complete curricula and/or academic support programming.

Academic Support curricula includes the following courses:

- 2418-Bar Preparation Strategies: MPT (offered only fall semester)
- 1204-Constitutional Criminal Procedure: Investigation and Interrogation
- 2500-Evidence
- 4001-Bar Preparation Strategies: MBE and MEE (offered only spring semester; must be taken in the final spring semester of law school)

3. **Probation: J.D. Students**

A student whose cumulative grade point average is below 2.2 is on academic probation. A probationary student has one semester to raise their cumulative grade point average to at least 2.2. An academic semester does not include a summer or January term.

4. **De Novo Program**

First-year students whose fall GPA is under the GPA standard for academic good standing, are eligible to enroll in the De Novo program in lieu of continuing to the spring semester of their 1L year. By agreeing to participate in the De Novo program, the student agrees they will be withdrawn from the JD program, not in good standing, and conditionally readmitted as a new, incoming student, pending successful completion of the De Novo program and update of their character and fitness application questions as necessary. Tuition will be credited for the first repeat fall semester following the De Novo program, and any tuition scholarship in place at the time of original admission will be honored in all subsequent semesters at the law school.

5. **Academic Dismissal**

A J.D. student will be subject to dismissal in any of the following circumstances:

- A J.D. student is dismissed with no right of appeal to the Academic and Student Affairs Committee if the student has a cumulative G.P.A. below 2.0 after completing the probationary semester.
- A J.D. student is dismissed with a right of appeal if that student achieves a cumulative G.P.A. of at least 2.0 but fails to achieve a cumulative 2.2 G.P.A. after completing the probationary semester.

- A J.D. student is dismissed with a right of appeal if that student has earned at least 86 credits and has a cumulative G.P.A. of at least 2.0 but below 2.2.
- A J.D. student is dismissed with a right of appeal if the student fails to complete the requirements of the J.D. law program within 84 months. Academic Rule 1.06 D rather than Academic Rule 1.01 A.6 applies in these circumstances.

6. Right of appeal

Students with a right of appeal must submit appeals in writing to the Dean of Students. The Academic and Student Affairs Committee will consider the appeal. The student must explain the conditions that contributed to the student's probation and dismissal.

The American Bar Association requires students to make an affirmative showing to the law school that the student's dismissal "does not indicate a lack of capacity to complete its program of legal education and be admitted to the bar." The Committee strongly presumes that a student's academic record is the best evidence of the student's capacity to complete the J.D. and pass the bar examination. Upon a proper showing, the student may rebut this presumption if the student produces clear and convincing evidence that the conditions contributing to the probation and dismissal have been or will be ameliorated, and that the student will be able to achieve and maintain a cumulative GPA that will keep the student in good academic standing for the remainder of law school, and that the student can pass the bar examination.

Interpretive note: Among the factors that the Committee considers in making that assessment are the assessments of the faculty and staff members who have worked with the student, which are given significant weight; whether the student was able to achieve the required GPA for good standing in any previous semesters; and the reasons for the failure to achieve good standing, including whether the student chose to assume personal and professional responsibilities inconsistent with the ability to be successful in law school.

The decision of the Academic and Student Affairs Committee granting or denying the appeal from dismissal is final. A dismissed student may apply for re-admission under Section A.7. of these rules.

7. Readmission

A student previously dismissed from MHSL may seek readmission after two or more academic semesters

have elapsed since the dismissal. The student must demonstrate that the nature of the interim work, studies, activities, or other experiences indicates a stronger potential for the study of law. Any student readmitted to MHSL after previous academic dismissal must start anew as a first-semester, first-year law student, with no credit given for any course previously taken at MHSL or at any other law school, no matter what grade the readmitted student received in such a previous course. The student's 84-month period within which to complete the requirements of the J.D. law program begins again in the month in which the readmitted student rematriculates at MHSL. The same rules for readmission apply to any student applying and admitted to MHSL after previous academic dismissal from any other law school.

B. Financial Aid Satisfactory Academic Progress Policy

Federal financial aid regulations require all students who receive Title IV federal financial aid (loans and or work-study) and/or Minnesota Office of Higher Education (OHE) funds to maintain good academic standing (qualitative) and a satisfactory pace (quantitative) in the progress toward their degree. These regulations apply to all coursework including coursework for which the student did not receive financial aid. A student who does not meet Financial Aid Satisfactory Academic Progress standards (FA SAP) may lose financial aid eligibility but may regain eligibility when the standards are again met, or with an approved appeal as described below. FA SAP determined independently from academic satisfactory progress.

FA SAP review is based on two components of a student's academic performance. The first component is qualitative, represented by a student's cumulative grade point average (GPA). The second component is quantitative and is determined by students' credit completion ratio. The completion ratio is determined by dividing the number of credits completed by the number of credits attempted. FA SAP standards are applied consistently for both full-time and part-time students, and both components of the standard must be met to ensure satisfactory academic progress.

All J.D. and LL.M students having at least a 2.2 cumulative grade point average are in good academic standing.

A credit completion ratio of 60% of attempted credits meets the quantitative standard.

Results of FA SAP Reviews

FA SAP review occurs after each semester when Mitchell Hamline's Registrar certifies all cumulative GPAs. A student

not meeting one or both of the FA SAP standards after any fall, spring semesters or the optional summer term is placed on financial aid warning status and will receive notice of the status sent by email to the student's mitchellhamline.edu address. Financial Aid Warning status begins immediately if the student is currently enrolled, or with the next enrolled semester or term. Financial aid eligibility continues in the warning period and no action is required of the student. FA SAP standards must be met at the close of a warning semester or term. Failure to meet FA SAP standards at the close of a warning semester, or term, advances the student's status to financial aid ineligible in the following semester of enrollment.

Financial Aid ineligibility prevents receiving federal and state financial aid. If academically eligible for registration, a student may attend the college at his/her own expense until FA SAP standards are met. A student who is ineligible for financial aid may appeal the ineligible status.

A completed and approved FA SAP appeal can restore financial aid eligibility in the ineligible semester or term. An appeal completed after the close of an ineligible semester will not restore aid retroactively.

Financial aid ineligibility may be imposed immediately in extraordinary circumstances, such as a student who registers and then earns failing grades (F, WA) for all classes in a semester, or a student whose attendance pattern abuses receipt of financial aid.

Qualitative Review Standards: Cumulative GPA

A student whose cumulative GPA is below 2.2 is not meeting the FA SAP qualitative standard. Qualitative standards apply to all attempted credits independent of the receipt of Title IV aid.

- Transfer credit grades are not counted towards the cumulative GPA. Transfer credits are counted in the quantitative calculation.
- Repeated classes are eligible for financial aid and are counted in both qualitative and quantitative calculations.
- Grade point values which determine the GPA are found in the Mitchell handbook, Chapter 5, Section 7.1. The cumulative GPA is maintained by the Mitchell Hamline School of Law Registrar.
- A grade of S (satisfactory) or P (pass) is not counted toward a student's cumulative GPA, however the credits earned are counted as completed.
- A grade of I (incomplete), W (withdrawal) or WA (Administrative Withdrawal) is not counted in the student's cumulative GPA, but the credits for these classes are counted as attempted in the quantitative FA

SAP calculations. See Student Handbook Chapter 5, Section 6, subpart G: Incomplete Grades for further information.

- Academic probation or dismissal status is determined separately from FA SAP status.
- A student academically dismissed without right of appeal has no financial aid eligibility and no right to appeal financial aid ineligibility.
- A student academically dismissed with right of appeal may appeal financial aid ineligibility on reinstatement.

Quantitative Review Standards: Percentage of Completed Attempted Credits

A student whose credit completion ratio is less than 60% is not meeting the quantitative standard. The credit completion ratio is found by dividing the number of successfully completed credits by the number of attempted credits. Successfully completed credits require a grade of A, B, C, D, S or P. Quantitative standards, including maximum time frame limits, apply to all attempted and transferred credits independent of the receipt of Title IV aid.

- Transfer credits are counted in the quantitative calculation, including maximum time frame calculations.
- Audited classes are not eligible for financial aid and do not count as attempted or completed credits.
- Repeated classes are eligible for financial aid and do count as attempted or completed credits. The grade is counted toward the student's GPA.
- Classes with a grade of S (Satisfactory) or P (Pass) are counted as completed credits in the quantitative review.
- Incomplete (I), Fail (F), Withdraw (W) or Administrative Withdraw (WA) class credits are counted as attempted credits for FA SAP quantitative review. See Student Handbook Chapter 5, Section 6, subpart G: Incomplete Grades for further information.
- Students who fail to complete/pass 60% of their attempted credits will be placed on Financial Aid Warning or Ineligibility and will be alerted by an email to their mitchellhamline email accounts.
- Financial aid SAP quantitative standards allow students to attempt up to 167% of the total number of credits required to complete the degree.
- The Mitchell Hamline School of Law J.D. completion requirement is a maximum time frame of 5 years from the first date of registration.

Right to appeal FA Ineligibility

On determination of Financial Aid ineligibility, a student has the right to submit a FA SAP appeal. An approved FA SAP

appeal provides one semester of FA probation and is independent of any academic appeal process. An FA SAP appeal requires a student to complete and submit:

- A statement regarding the circumstances that caused the failure to meet FA SAP standards including third party documentation if relevant. Circumstances may include and are not limited to illness of the student or close family member, death of a relative, divorce, personal problems or issues.
- A statement of changes which will result in achieving FA SAP standards at the end of the probation semester or by the end of the specified time frame.
- A semester-by-semester academic plan, developed with the Dean of Academic Excellence that shows how the student will progress to meet FA SAP standards. The plan should include clear and specific semester goals to aid determination of continued progress at the close of each semester.

The Financial Aid Director and Assistant Director will review the submitted appeal and will communicate the appeal decision to the student through the mitchellhamline.edu email address.

If a student's appeal of the ineligible status is approved, the student's financial aid status will be one semester of Financial Aid SAP Probation with financial aid eligibility. Failure to meet FA SAP standards at the end of the probation semester, or to meet the semester goals stated in the academic plan will result in financial aid ineligibility until FA SAP standards are met or a new appeal with a new academic plan is submitted and approved. If academically eligible, students may attend the college at their own expense until FA SAP standards are met.

Delays in Grading

Delays in grading may prevent the disbursement of federal loans. Students who have just completed a warning or probationary semester will not have their loans disbursed for the next semester until after a new SAP review can be completed. If grades are not submitted in a timely manner for whatever reason and no SAP review can be performed, the student loan disbursements for the new semester will be delayed until after the grades are posted and a new SAP review can be completed.

1.02. Attendance and Course Expectations

A. General Expectations and Technical Standards

As a professional school, our students must demonstrate competence across a range of knowledge and skills. Further,

the American Bar Association and state bar associations require that students and graduates meet certain eligibility requirements for admission to the legal profession.

To achieve these standards, competencies and expectations, students at Mitchell Hamline School of Law must comply with various obligations, either with or without reasonable accommodation consistent with applicable law. Students must demonstrate these competencies and expectations throughout law school. These competencies, and expectations, known as **Technical Standards, are listed and described in the [Policy Repository](#)** and incorporated by reference herein.

B. Attendance Policy

The program of instruction at the School of Law is based on an active and informed exchange between instructor and student and between student and student. Regular, prepared class attendance helps develop skills essential to the competent practice of law. Regular and punctual class attendance and adequate preparation are required.

Requirement: Regular and punctual class attendance is required. Students are expected to attend in-person classes (including preparation sessions and capstone weeks) in person. Students are responsible for attending all remote synchronous classes at the scheduled class meeting time. Attendance for students attending class remotely and synchronously may be measured in a variety of ways, including, but not limited to: polling, hand raising, class discussions, or use of video function in Zoom. Missing more than 2 regularly-scheduled in-person classroom hours per credit hour (e.g., missing more than 6 classroom hours of a 3-credit course); failing to log into an online or blended course for more than one week; and missing any time during in-person preparation sessions or capstone weeks are all considered presumptively excessive absences. Faculty are authorized to impose more stringent attendance policies provided that when a faculty member imposes an attendance policy that differs from this policy, the faculty member shall publish their attendance policy in their syllabus for the course and shall make the policy available to the Vice Dean, Academics and the Dean of Students.

Record-keeping and reporting: Upon report(s) from the instructor, the Vice Dean, Academics has authority to involuntarily withdraw students whose absences are excessive. Faculty must keep a record of each student's attendance, and must report to the Dean of Students, or their delegate, any student whose absences are presumptively excessive. A student's absences are considered presumptively excessive if the student has missed more than two regularly-scheduled in-person

classroom hours per credit hour; failed to log into an online or blended course for more than one week; or missed any time during in-person preparation sessions or capstone weeks, unless the student has made appropriate arrangements with the professor or the Dean of Students. It is a violation of the Student Code of Conduct to falsely sign an attendance sheet for a student not present in class. It is a Student Code of Conduct violation to sign in for a class that was not attended in substantial part.

C. First Class Assignments

Most instructors assign course work for the first day of classes. Instructors shall post first assignments on the learning management system used for the course (Canvas). In all cases, instructors will announce the first assignment for a class to the students in the class no later than one week before the first class session.

D. Class Make-Up Policy

Instructors may schedule make-up classes in advance of a canceled class. Instructors are expected to announce the time and date to make up canceled classes as soon as possible after the cancellation. Instructors do not schedule makeup class(es) during the last two weeks of a semester unless it is impossible to make up the canceled class(es) at any other time. Instructors may arrange for video or audio recordings of makeup classes to be posted in the Panopto Recordings section of their Canvas course pages.

E. Plagiarism Evaluation Software

In all classes at Mitchell Hamline School of Law, students are responsible for ensuring that their work complies with assignment requirements, academic integrity, and other conduct detailed in the Student Code of Conduct. Some courses may use a plagiarism prevention software tool to confirm that students are using sources accurately in their written work and that their written work is their own. In any course where this tool is used, students will be required to check a box on Canvas confirming that their work is their own when submitting assignments using this tool. Faculty members using this tool may request to see reports comparing submitted assignment to other assignments in that course and other classes.

F. Course Evaluations

Each semester, all students complete an evaluation for each course they take. The completed evaluation forms are reviewed by the Vice Dean, Academics and the ratings on the forms are tabulated. The evaluations are returned to the instructor after grades for each course are submitted. The evaluations provide useful feedback to the instructor. The evaluations also are available to the Tenure Committee. The

Tenure Committee is responsible for assisting beginning instructors and evaluating the quality of teaching. Committee members also visit classes to obtain direct information. The evaluations are used in the same manner by the administration in making decisions on course assignments, salary, promotion, tenure of tenure-track instructors, and retention of adjunct instructors.

1.03. Curriculum Requirements

Degree Type

J.D.

Required Courses

In addition to the graduation requirements described in the Academic Rules section of this Catalog, students are required to pass all first year and upper division required courses as listed below. J.D. students shall have priority enrollment in any course required for the J.D. degree, needed for bar examination preparation, or required for bar admission.

JD Students matriculating in fall 2020 or later are required to earn a minimum of 86 credits and satisfy the requirements below.

First Year/Foundational Required Courses (30 credits):

Course Code	Title	Credits
LAW-1000	Civil Dispute Resolution	4
LAW-1040	Torts: The Common Law Process	4
LAW-1015	Criminal Law: Statutory Interpretation	3
LAW-1010	Contracts: Transactional Law	4
LAW-1035	Property: Jurisprudential and Comparative Analysis	4
LAW-1005	Constitutional Powers: Advanced Legal Reasoning	3
LAW-1025	Legal Analysis, Research, and Communication (LARC) I	3
LAW-1026	Legal Analysis, Research, and Communication (LARC) II	3
LAW-1030	Legal Methods	1
LAW-1020	Foundations of Practice	1
Sub-Total Credits		30

Upper Division Requirements:

Course Code	Title	Credits
LAW-2015	Professional Responsibility	3
LAW-2000	Advocacy	3
	Negotiation or Transactions & Settlements	3
LAW-2005	Constitutional Liberties	3
	Upper-Level Advanced Research and Writing Requirement (Long Paper)	
Sub-Total Credits		12

Requirement for Additional Curricula and/or Academic Support Programming

Students matriculating in 2016-2021 with a cumulative grade point average under 2.8 and/or students in the bottom quartile of the class at the end of a student's second academic semester will be required to complete curricula and/or academic support programming. Students matriculating in fall 2022 or later with a cumulative grade point average under 3.0 and/or students in the bottom quartile of the class at the end of a student's second academic semester will be required to complete curricula and/or academic support programming.

Academic Support curricula include the following courses:

Course Code	Title	Credits
LAW-3047	Bar Preparation Strategies: MPT	2
LAW-3115	Con Crim Pro: Investigation	3
LAW-3195	Evidence	3
LAW-3046	Bar Preparation Strategies: MBE & MEE	3
Sub-Total Credits		11

Graduation Requirements:

- Completion of Career Development Employment Survey (questions about this should be directed to the Office of Career and Professional Development)
- If a student received Title IV student loans (Direct Student loan, or Federal Stafford, Federal Unsubsidized Stafford, and/or Federal SLS programs), the student

- must complete on-line financial aid exit counseling (questions about this should be directed to the Office of Financial Aid)
- Completion of Perkins Loan Exit Interview, if applicable (questions about this should be directed to the Student Accounts Office)

Six total hours of extracurricular Professional Legal Perspectives Programming. Of the six total hours required before graduation, at least four hours must be completed during the student's first and second year (questions about this should be directed to the Office of Culture and Inclusion)

Sub-Total Credits	6
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No more than 22 credits under the 86-credit requirement can be applied toward graduation from non- classroom courses:

- Field placements (including externships but not clinics with a substantial classroom component)
- Moot court or other competitions
- Publications
- Independent studies, including the Independent Long Paper, Internships with Faculty, and Independent Clinics
- Dual-degree (graduate school) courses
- Teaching Assistant courses, including Learning Community Leader credits
- Any course for credit that is substantially based upon time expended outside a regularly scheduled class at MHSL or another ABA-accredited law school

Sub-Total Credits	22
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No more than 43 credits may be earned toward the J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously. Source: ABA Standard 306 (a). Courses that were converted to a remote format for the Covid emergency do not count against this limit.

Sub-Total Credits	43
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Advanced Research and Writing Requirement

All students must write an Advanced Research & Writing ("ARW") paper as a requirement for graduation. Students are

required to complete this requirement after their first year and are strongly advised to complete it before their final semester. Students are encouraged to complete this requirement through a seminar or other long-paper course.

Purpose & Content

The ARW requirement is consistent with American Bar Association accreditation standard 303, which requires a “rigorous writing experience” after the first year. It is designed to reflect two key aspects of the practice of law identified in the American Bar Association’s Model Rules of Professional Responsibility. First, a lawyer is a counselor who is expected to “exercise independent professional judgment and render candid advice.”[1] Second, a lawyer “is a representative of clients, an officer of the legal system and a public citizen having special responsibility for the quality of justice.”[2]

The ARW paper furthers five competencies essential to law practice:

1. Legal research;
2. Fact investigation;
3. Writing, including organization, grammar, and style;
4. Strong personal work ethic and time management; and
5. Creative problem-solving

Although many ARW papers will take the form of a law review-style essay, other kinds of writing may also satisfy the requirement. In each case, the focus is on using the competencies identified above to identify and solve a problem of the sort confronted by lawyers. Description and regurgitation are not enough.

Permission and Credits

ARW papers are usually written under the supervision of a full-time faculty member. Supervision by an adjunct faculty member is permitted only if the paper is completed as part of an ARW-designated course taught by that adjunct faculty member, or, in rare circumstances, if the paper is completed as part of an Independent Research Project.

ARW-designated Courses

Some courses are designated by the Curriculum Committee as satisfying the ARW requirement. Because of the intensive work required between class sessions, three-credit ARW courses meet for a minimum of 110 instructional minutes per week during a thirteen-week semester or an equivalent amount of time spread over a different period. Students who wish to take the course without fulfilling the ARW

requirement and students who have fulfilled the ARW requirement and choose not to write an additional long paper in the course will register for two credits, rather than three.

A student who wishes to change the number of registered credits for an ARW-designated course (i.e., from two to three or from three to two) must follow the course add/drop procedures outlined in Academic Rule 1.07 (/catalog/1-07-registration-add-drop-withdraw-extensions/) in this Catalog. In any event, a student who does not write a long paper in an ARW-designated course will not receive three credits for the course.

Journals

Papers written for law review or journal articles require the advance permission of the journal's Editorial Board, in addition to approval of a supervising professor. Such a paper receives the credit normally associated with journal service.

Independent Long Paper

Although students are encouraged to complete their ARW requirement through a seminar or other long-paper course, students may satisfy their ARW requirement by writing an independent long paper. The independent long paper option is permitted only in limited circumstances. The student must first complete and submit the Independent Long Paper Petition and obtain approval from a supervising faculty member.

Students must be in good academic standing and in their final two semesters to be registered for an independent long paper.

Independent long papers are graded A-F and earn two credits. Students may request a waiver from the Vice Dean, Academics for an independent long paper for fewer than two credits, but not more. The requirements to fulfill the ARW requirement remain the same regardless of the credits proposed. Students may not earn credits through independent research while completing their long paper requirement.

The petition must include the following:

1. why the ARW requirement cannot be satisfied through a seminar or other long-paper course (i.e. why is an independent long paper necessary);
2. a description of the topic;
3. the reason for interest in the topic;
4. the extent and type of research anticipated;
5. previous work completed in the subject area;

- 6. identification of a subject matter expert with whom the student will consult (which could be a faculty member); and
- 7. a description of the written product that will be produced.

If approved, the independent long paper must meet all other ARW requirements set forth in this section.

In addition, students completing their ARW requirement through an independent long paper will be required to complete online modules on useful topics for satisfying the requirement, such as research and topic selection, as assigned by their faculty supervisor.

Format

Regardless of form or genre, ARW papers shall ordinarily be at least 8,500 words including footnotes. This requirement is meant to ensure that the project is substantial enough to measure and develop the five competencies identified above and to provide a summative writing experience for the student. Beyond the length requirement, formats will vary according to context and should be appropriate to the genre of the writing project. So, for example, essays should generally adhere to law review style conventions, while briefs must adhere to good citation practices and the relevant jurisdiction’s filing rules. Prior to the first draft, the student and supervising faculty shall identify the appropriate format for the paper.

Writing Process and Deadlines

Unless the supervising faculty member requires otherwise, the paper is required to be written in the following stages:

- Detailed outline
- Research plan
- First draft
- Second draft
- Final paper

Students should expect significant feedback from their faculty supervisors at each of these stages.

Missed deadlines may be taken into account in grading, particularly if the student does not obtain an extension until after the deadline has passed. Final papers are due no later than the last day of class for the semester. An extension of the final due date must be requested in advance and must be approved by the instructor. Students requesting a change should complete a “Request for Extension” form and submit

this form to the Dean of Students. This form can be found on the Forms page of the Office of the Registrar’s website. (<https://mitchellhamline.edu/registrar/forms/>)

After the ARW paper is completed, the student should fill out and have the supervising faculty member sign an Advanced Research & Writing Certification form available on the Forms page of the Office of the Registrar website. If the supervising faculty member is unable or unavailable to sign the certification form, the Vice Dean, Academics may sign in the faculty member’s stead. The signed form must be submitted to the Registrar in order for the ARW requirement to be satisfied.

	Total Credits	86
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1.04. Examinations

A. Types of Exams and Other Graded Assessments

Instructors have the discretion to administer as assessments exams, papers, or courtroom or other practice-based exercises. An exam may be a scheduled exam, meaning that it is taken on campus or online at a specified time; a self-scheduled exam, meaning that the student may select, from a designated range of times, a time at which to take the exam on campus or online (depending on the course structure); or a take-home exam. A scheduled exam, self-scheduled exam, or take-home exam may be an “in-session” exam, which is an exam administered or due before classes end for the designated session (e.g., fall or spring semester or summer session), or it may be a “final” exam, which is an exam administered or due at or after the end of classes for the designated session. Any exam, whether in-session or final, scheduled, self-scheduled, or take-home, may be closed or open book. No exam is open book unless the instructor of the course specifically designates the exam as such. Students must comply with the software installation policy (see below) when using computers to type their exam answers. Students are responsible for knowing and following specific rules and processes for exam administration for each type of exam they are taking. Prior to final exams, detailed information about the process for self-scheduled final exams will be posted by the Office of the Registrar. **Students should review this information well in advance of the exam.**

No exams may be due or administered during the designated “reading week.” Papers and courtroom or other practice-based exercises are exempt from this timing rule; they may be due or administered at any time during the designated session, during the designated “reading week,” or during the designated final examination period.

B. Use of Exam Software

Exams may be administered electronically on Canvas or using other exam software. Mitchell Hamline School of Law may use software during some exams which prevents accessing unauthorized material during exam administration. Not every instructor uses exam software for every exam, but if a particular exam requires it, the software must be installed for a student to take an exam on their personal laptop computer. For students using exam software, the following conditions must be met:

1. Exam software is compatible with Microsoft Windows and Macintosh OS. More information about supported Windows and Mac versions will be provided in the instructions students will receive prior to any exam that requires such software.
2. If a student's computer suddenly becomes unusable prior to the beginning of an on-campus exam, the student must take the exam using one of the library's computers.
3. Students taking an exam using Canvas should follow the specific exam instructions for what to do in the event of a technical issue during an exam.

Information Technology Services professionals are available in the Library (or by email at ITHelp@mitchellhamline.edu) to assist with installing, using, and troubleshooting problems with exam software. They will also be available during every exam using exam software, and will be notified of make-up **final** exams by Student Services.

NOTE: Students using a computer to take on-campus exams may only use one device to take their exam. No other electronic devices, additional monitors, or monitor extenders may be used during on-campus exams. All phones and smartwatches must be turned off and stowed away from students. Additional monitors or laptops are not permitted.

C. Exam Numbers

Students are assigned examination numbers that are used as identification on exams throughout law school. Students may ask the Registrar to change their exam number at any time. Upon showing proper identification, students who forget their examination number during the final examination period may obtain it from the Office of the Registrar. If a student uses the wrong number on an exam, they should notify the Registrar to assure proper recording of grades.

D. Exam Variances: Exam Conflicts/Rescheduling and Accommodations

Instructors are responsible for announcing the time and place of all in-session exams. Students take scheduled final

exams at the time and place announced on the exam schedule. Students take take-home final exams at the time and place announced on the exam schedule, or at the time and place announced by the instructor. Self-scheduled final exams are scheduled by students according to processes set by the Office of the Registrar. (Detailed information will be made available to students prior to each final exam period.)

Note: No student is permitted to take any exam before the regularly scheduled time for that exam.

1. Exam Conflict – request for rescheduling

In-session exams, whether scheduled, self-scheduled, or take-home, may be rescheduled by the instructor whose exam is at issue, or by the Dean of Students when they are directed to do so by the instructor whose exam is at issue. The instructor has discretion to determine the details for rescheduled in-session exams unless the instructor has delegated that authority to the Dean of Students. Scheduled and self-scheduled final exams may be rescheduled only by the Dean of Students. Take-home final exams may be rescheduled by the instructor whose exam is at issue, or by the Dean of Students when they are discretion to determine the details for rescheduled take-home final exams unless the instructor has delegated that authority to the Dean of Students. The Dean of Students will reschedule exams only under extraordinary circumstances. Students must provide documentation of any extraordinary circumstances. Examples of such circumstances may include:

- a. The student's illness or injury, or an illness, injury, or death in the student's immediate family, which prevents the student from taking an exam.
- b. The time of an exam conflicts with the student's religious belief or practice.
- c. A student has two scheduled final exams that are scheduled to begin within 23 hours of each other (e.g., a 6:00 p.m. scheduled final exam on a Monday followed by a 5:00 p.m. scheduled final exam the next day would be a conflict; however, a 6:00 p.m. scheduled final exam on a Monday followed by a 6:00 p.m. scheduled final exam the next day would NOT be a conflict). **Note: This 23-hour rule applies only to scheduled final exams, not to self-scheduled or take-home final exams, and not to any in-session exams.**
- d. A student has three scheduled final exams scheduled within a period of 3 calendar days, in which case a student may reschedule one scheduled final exam. **Note: This 3-day rule**

applies only to scheduled final exams, not to self-scheduled or take-home final exams, and not to any in-session exams.

- e. Unanticipated event that conflicts with an exam; such event must be one that requires the student to attend (note: this exception is rare; events such as travel/vacation plans, weddings, employment obligations, etc., do not qualify).

Exam rescheduling is coordinated in Student Services, Room 119.

Specific make-up dates for final exam conflicts are scheduled at set times during the final examination period. Students must take rescheduled final examinations on the next available make-up date that does not cause a new conflict in the student's final exam schedule.

No make-up exam will be rescheduled more than two weeks after the end of the regular final exam period. Students who are unable to complete any exam within this time frame will be withdrawn from the course(s) unless the Dean of Students grants an exception for extraordinary circumstances.

The rules on Deferring Completion of Exams apply when a student fails to take an exam when it is scheduled.

2. **Disability Accommodations**

Students who need to request exam accommodations (including additional time) because of a documented disability must request an accommodation through the Office of Disability Services. Students may be requested to provide specific documentation to support a request for accommodations. Once approved, students must submit an online exam variance form for any quiz or exam for which they intend to use their accommodations. All exam variance forms must be submitted at least five days before the date of the examination. See Disability Services in the Student Services section of this Catalog for general disability accommodation information.

3. **Exam Variances for English as a Second Language**

Students whose native or primary language is not English ("ESL students") are eligible to receive additional time on timed exams and quizzes during their first two academic semesters of law school, as specified below, if they provide documentation that:

- a. their prior higher education was in a language other than English, OR
- b. they received an ESL/ELL variance at their prior higher educational institution(s).

ESL students should request ESL exam variances through the Office of the Dean of Students. Once approved, students can request additional time on exams and quizzes by submitting an online exam variance form and selecting ESL Variance as the reason for the exam variance. All exam variance forms must be submitted at least five days before the date of the examination and require approval from the Dean of Students. Approved students are allowed 20% extra time per timed quiz or exam in their first academic semester, and 10% extra time in their second academic semester. This additional time does not apply to take-home exams of 24 hours or longer.

To prepare students for the bar examination, which is administered in English, students are not allowed extra time after their first two academic semesters of law school. Questions or concerns should be directed to the Dean of Students.

E. **Deferring Completion of Exams**

A student may not defer a final exam without prior permission from the Dean of Students, who will determine the deferred final exam date. If a student fails, without prior permission, to take a final exam when scheduled or rescheduled by the Dean of Students, the student will receive a failing grade (a grade of "F") for the course, unless the Dean of Students grants an exception for extraordinary circumstances.

F. **Penalty for Exceeding Time Allotment on Exams**

Students are responsible for ending their examination on or before the exam end time. Students who fail to end their examinations on time are subject to a presumptive one-gradation penalty (e.g., B to B-) if they exceed the time, even by a few minutes. Individual faculty members may choose to opt out of this policy and impose their own penalty. Students who substantially exceed the examination time may be subject to a more substantial penalty and/or an investigation of whether they have violated the Code of Conduct.

For exams taken on campus, students are permitted five minutes from the end time for the exam to return written exam materials (e.g. bluebooks, multiple-choice answer sheets). Written exam materials returned after the five

minutes grace period will be considered late and students will be subject to the same penalties as all students who exceed exam time limits.

G. Retention of Exams and Papers

On-campus exams, take-home exams, and student papers are retained by the instructor or Office of Student Services (Room 119) for one year.

Information about grading system (including pass/fail option); class rank and transcripts; and honors and awards is described in Academic Rule 1.05. Grading System, Class Ranks and Transcripts, Honors and Awards.

1.05. Grading System, Class Ranks and Transcripts, Honors and Awards

A. Grading System

1. Numerical Grade Equivalents

Mitchell Hamline School of Law grades on a letter grading system shown in Table 1 below.

Table 1

Letter Grade	Numerical Equivalent
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

2. Pass/Fail Grades

Courses are ordinarily graded on an A-F scale. With the permission of the Vice Dean, Academic and Faculty Affairs, an instructor may offer a course on a Pass/Fail basis. If an instructor is offering a course on a Pass/Fail basis, they must announce this orally or in writing prior to or at the beginning of the semester. A student receiving a pass earns a grade of S (satisfactory) or a grade of P (pass), which is not computed in their cumulative G.P.A. A student receiving a fail earns a grade of “F”, which is computed in their cumulative G.P.A. There is no limit to the number of Pass/Fail credits a student

may earn. Individual students may not elect to receive a Pass/Fail grade in a course that is letter graded with the exception of the pass/fail option in Section A.5 below.

3. Notice of Grading Criteria

The syllabus for each course will list grading criteria for the course.

4. Grading Policy

Mitchell Hamline School of Law mandates a mean of 2.9 for all 1L classes, including third semester blended learning courses, with an allowable deviation of +/- .13 to +/- .24, depending on the size of the class, as shown in the table below:

Allowable Deviation from the 2.9 Mean Grade for 1L Courses

Class size	Required Mean Grade	Maximum Allowed Deviation
80+	2.90	+/- 0.13
70-79	2.90	+/- 0.14
60-69	2.90	+/- 0.15
50-59	2.90	+/- 0.16
40-49	2.90	+/- 0.18
30-39	2.90	+/- 0.20
<30	2.90	+/- 0.24

Mitchell Hamline School of Law mandates a mean of between 2.7 and 3.3 for all Upper Level (non-1L) classes, with the exception of Clinics and Long Paper courses; Clinics and Long Paper courses are not subject to the mandatory mean. Each instructor is required to calculate and articulate the mean when they submit grades to the Registrar.

If the mean falls below 2.7 or above 3.3, then before submitting grades to the Registrar, the instructor must offer to the Vice Dean, Academics an explanation of one or more factors that justify the deviation. Such factors include, but are not limited to:

- Class size (i.e., very small)
- Method of evaluation (e.g., exercises rather than final exams)
- Average GPA of class members (e.g., higher than the mean)
- Class objectives (e.g., to master rather than simply practice specific skills)
- Nature of student work required (e.g., team or group work)
- Multiple assessors
- Course requirements (e.g., number of hours)

The Vice Dean will sign off on the deviation OR will contact the instructor for further discussion. The Vice Dean will also report to the faculty at regular intervals regarding the deviations.

5. Pass Option

Subject to the limitations set forth hereafter, excluding independent research and clinical courses, a J.D. student may elect to convert a letter grade in any non-required course, other than those designated by the Vice Dean, Academics as not available for the pass option, to a “Pass” represented by a “P,” for “C-” or better work. A student may only convert a letter grade to a “P” in one course during the student’s entire law school career.

Students may elect to replace their passing grade with a “P” by filing with the Registrar at any time after registering for the course but not later than 5 calendar days after their last grade is posted for the semester or term in which that course was offered. This five-day period shall not be stayed to await the final determination of incomplete (“I”) grades. A student who receives an incomplete grade and has not yet exercised the one-time pass option may, after the “I” is converted to a letter grade, exercise the option to change that converted letter grade to a “P” by filing with the Registrar not later than 5 calendar days after the “I” grade is converted to a letter grade. Once the pass option has been exercised, the student cannot reverse that decision, even if hindsight proves that another choice would have been more beneficial.

If semester rankings have already been calculated, students will not be re-ranked after the pass option has been elected even if cumulative GPAs have changed significantly.

6. Grade Changes

Once final grades are submitted, they cannot be changed unless a clerical error has occurred.

7. Grade Posting

Students can review their grades on the [Campus Portal](#) using their single sign-on. When new grades are being entered, students cannot access their grades. For grade security purposes, grades are not given over the telephone.

8. Calculating Grade Point Average

Grade point averages are computed as follows: the credit value is multiplied by the number equivalent of the grade received in the course. This multiplication product results in grade points. The sum of the grade points is then divided by the number of graded credits attempted. Only letter grades listed in the first table above are calculated in the grade point average.

B. Class Rank and Transcripts

1. Class Ranks

Class ranks are computed at the end of a student’s first two semesters and every fall and spring semester thereafter and appear on the transcript. The ranks are based on students’ cumulative grade point averages. Only those students who received all of their semester grades receive a class rank. Our goal is that non-senior ranks are calculated one week after the last non-senior grades are processed. Senior ranks are calculated when all senior grades are processed.

Students are ranked with other students who are proceeding through law school at approximately the same pace, except for the final ranking, in which students are ranked with their graduating class. Students who graduate in August are ranked with the subsequent January graduation class. A student’s class rank is not changed once ranks are computed. For grade security, students are not given their class ranks over the telephone.

2. Transcripts

Information about how to order a transcript is found under [Office of the Registrar](#). Students may access their unofficial transcript on the [Campus Portal](#).

The law school cannot release photocopies of students’ transcripts from other academic institutions. Students must request those documents directly from the academic institutions they attended.

C. Honors and Awards

1. Academic Honors (Graduation Honors)

Mitchell Hamline School of Law issues the following academic distinctions upon the completion of all coursework and the awarding of the J.D. degree: summa cum laude, magna cum laude, and cum laude.

The criteria for Latin Honors are as follows:

Academic Honor	Honors Criteria
Summa cum laude	GPA of at least 3.67
Magna cum laude	GPA of at least 3.50, up to but not including 3.67
Cum laude	GPA of at least 3.33, up to but not including 3.50

GPAs are not rounded up for purposes of awarding Latin Honors. E.g., a student with a GPA of 3.49999 will receive the cum laude, rather than the magna cum laude, distinction.

For purposes of the commencement ceremony, honors will be based on the cumulative grade point average from the prior term. Final honors are noted on the transcript and printed on the diploma.

2. Dean's List/Dean's Honor Roll

Students who earn a semester grade point average of 3.33 or better, based on seven or more graded credits, are placed on the Dean's List/Honor Roll that semester. Students so honored receive a letter from the President and Dean of the law school and a notation on their transcripts. First year students are eligible for this honor contingent on meeting the above criteria.

3. CALI Awards

Faculty members may designate the Computer-Assisted Legal Instruction (CALI) Award of Excellence to students who receive the top grade in a course. Students so honored receive a letter from the President and Dean of the law school and a certificate from CALI.

1.06. Graduation Requirements (J.D. Program)

A. Minimum Credits and Minimum Cumulative GPA Required; Calculation of Credits

Students matriculating in fall 2020 or later must complete a minimum of 86 credits with a cumulative GPA of at least **2.2**.

Students who transfer to MHSL must meet the requirements applicable to their anticipated graduating class.

1. **Purpose of this section.** In approving and scheduling courses and other credit-bearing activities (hereinafter, "courses"), and in awarding credit, the law school will follow the guidelines in this Academic Rule 1.06, Section A, which are intended to be consistent with the "credit hour" definition in ABA Standard 310(b). According to Standard 310(b):

a "credit hour" is an amount of work that reasonably approximates:

1. not less than [50 minutes] of classroom or direct faculty instruction and two [60-minute] hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in subparagraph (1) of this definition for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.

2. **Definition of a "credit hour."** Except as otherwise provided in this section, "credit hour" is the amount of work that reasonably approximates, over any length of

time, a total of 750 (50 x 15) minutes or 12.5 hours of in-class work, plus 1800 (120 x 15) minutes or 30 hours of out-of-class work. The allocation of time between in-class and out-of-class work is flexible; 42.5 hours of required work in any proportion of in-class and out-of-class work will meet the credit-hour definition. For example, a 1-credit course that requires 10 hours of in-class work and 32.5 hours of out-of-class work meets the definition.¹

- a. **In-class work.** "In-class work" includes classroom instruction, other direct faculty instruction, and up to 50 minutes per credit-hour of time required for an exam or other assessed activity administered after the end of exam or other final assessed activity").
- b. **Out-of-class work.** "Out-of-class work" includes all work that students are required to complete in addition to in-class work. Examples of out-of-class work include reading and other preparation for in-class work, time spent on papers, simulations, projects, and other assignments outside of scheduled class time, and time spent preparing for and completing exams, quizzes, and other assessments outside of scheduled class time other than 50 minutes per credit-hour for a final exam or other final assessed activity. Course syllabi must clearly state the out-of-class work that is required.

3. **Guidelines for determining credit hours in courses and other credit-bearing activities.** These guidelines illustrate application of the credit-hour definition to traditional course models and are not meant to suggest that any particular model must be adopted to meet the credit-hour requirements. Except as otherwise provided in this section, courses that require at least 42.5 hours of work per credit hour comply with the credit-hour requirements.

- a. **Non-ARW Courses with In-class Meetings.** Non-ARW courses² with weekly in-class meetings will be scheduled for 55 minutes of in-class instructional time per credit hour each week over a thirteen-week semester. Courses meeting over fewer or more than thirteen weeks will be scheduled for 700 minutes of in-class instructional time per credit hour. In all cases, the scheduling of in-class instructional time is based on a presumption that the course will require a total of at least 1850 minutes (or about 31 hours) of additional work per credit hour, including time spent on final exams, other final assessed activities, and all other in-class and out-of-class work. Courses need not include any final exam as

long as combined in-class and out-of-class work totals at least 42.5 hours per credit hour. Thus, courses that require multiple assessments—whether in-class or out-of-class, whether or not including a final exam or other final assessed activity—meet the credit-hour requirements if all required in-class and out-of-class work, including assessments, totals at least 42.5 hours per credit.

- b. **ARW Courses with In-class Meetings.** Instructional time for courses designated under Academic Rule 1.03, Section B, as ARW-designated courses will be scheduled in the same manner, based on the same presumption of additional work, as provided in Section A.3.a above, for non-ARW courses. However, students who opt to meet their ARW graduation requirement in the course by writing an 8,500-word “long paper” pursuant to the process described in Academic Rule 1.03, Section B, and students who have already satisfied their ARW graduation earn an additional credit hour (i.e., three rather than two credit hours) to reflect the time spent researching and writing a long paper.
- c. **Blended and Distance Education courses.** If a course is offered in the blended format, or if the course is otherwise a “distance education” course within the meaning of Academic Rule 1.06, Section G, the combined total amount of work required for the course (including assigned readings, recorded lectures, discussion boards, classroom hours, and written assignments) will be no less than 42.5 hours per credit hour. Professors teaching courses offered in the blended format, or any “distance education” courses, must demonstrate compliance with this standard by charting the work assigned in the course according to the guidelines provided by the law school’s instructional design department.
- d. **Clinics and Field Placements.** All clinic and field placement (externship and residency) courses require at least 45 hours of work per credit hour awarded, inclusive of time spent on casework and fieldwork, classroom time, time spent in supervision meetings, and time spent preparing for class. Students will track their time according to the policies and procedures developed by the Director of Clinics and Director of Externships.
- e. **Co-curricular Activities.** Academic credit will be awarded for work on a law review, journal, competition team, internship with a professor, or other co-curricular activity upon determination that the student has completed at least 45 hours

of work per credit hour awarded. Students are responsible for tracking their time according to the policies and procedures that apply to the activity involved. Prior to submitting grades for co-curricular activities, faculty advisors, competition coaches, or supervising faculty members are responsible for verifying that each student has tracked sufficient hours to justify the award of academic credit to that student.

- f. **Independent Research.** Academic credit will be awarded for independent research upon determination that the student has completed a project of sufficient scope and complexity to require at least 45 hours of work per credit hour awarded. Students are responsible for tracking the time spent in researching, writing, and conferring with a faculty supervisor on an independent research project, and supervising faculty are responsible for verifying that the time expended by each student justifies the credit awarded. Independent research proposals should include information sufficient to demonstrate that the project will justify the award of credit proposed. It is presumed for planning and approval purposes that a proposal for a research paper will justify an award of credit as follows:

Credits Requirements	
1 credit	1) At least 5,000 words, and 2) the judgment of both the faculty member supervising the Independent Research project and the faculty member who approves all Independent Research proposals that the project will require the student to spend at least 45 hours researching and writing the paper and conferring with the student’s faculty supervisor.
2 credits	1) At least 8,500 words, and 2) the judgment of both the faculty member supervising the Independent Research project and the faculty member who approves all Independent Research proposals that the project will require the student to spend at least 90 hours researching and writing the paper and conferring with the student’s faculty supervisor.
3 credits	1) At least 12,000 words, and 2) the judgment of both the faculty member supervising the Independent Research project and the faculty member who approves all Independent Research proposals that the project will require the student to spend at least 135 hours researching and writing the paper and conferring with the student’s faculty supervisor. Three credits will be awarded only in rare circumstances.

This presumption applies at the time a proposal is approved and does not substitute for a demonstration that the time actually expended on the independent research project justifies the academic credit awarded.

B. Extracurricular Programming Required

All students will be required, before they are permitted to graduate, to attend at least six total hours of extracurricular programming (i.e., programming that is not offered as part of any course taken for credit) designed to increase their awareness of how to be effective lawyers in a diverse world. Of the six total hours of such programming required before graduation, at least four hours of such programming must be completed in the student's 1L and/or 2L year. Events that would meet these requirements may be offered on campus, online, and/or off-campus (e.g., Elimination of Bias CLE events). Each student will be responsible for keeping records of each such event attended, including the title, location, duration, and sponsor of such event, as well as a brief description of its content. Students who transfer to MHSL must meet the requirements applicable to their anticipated graduating class, except that, if the timing of their transfer does not allow them to complete at least four hours of the required extracurricular programming before their 3L year, they may complete all of the required programming after their 2L year.

C. Limitation on Number of Non-Classroom Credits

A minimum of 64 credits must be from courses with regularly scheduled classroom instruction. Thus, no more than 22 credits (of 86 required) can be applied toward graduation from field placements including externships, moot court or other competitions, Publications, independent studies (including the Independent Long Paper and Internships with Faculty), dual-degree (graduate school) courses, Teaching Assistant courses, including Learning Community Leader credits, or any course for credit that is substantially based upon time expended outside a regularly scheduled class time at MHSL or another ABA-accredited law school. This does not apply to seminars or clinics that require a substantial classroom component, foreign study programs approved by MHSL or another ABA-accredited law school, or courses conducted by MHSL or another ABA-accredited law school in accordance with ABA standards for distance learning.

D. Minimum/Maximum Time to Complete Degree

A student must complete their J.D. Degree no earlier than 24 months and not later than 84 months after commencing law school studies, except in extraordinary circumstances.

Students who have not completed their course of study within 60 months must meet with the Dean of Students to develop a graduation plan that ensures completion within 84 months.

If a student claims that they should be permitted to exceed the 84-month program limitation, the student must submit

to the Dean of Students a complete and official transcript of all law school courses the student has taken and the grade the student received in each course. The student must also submit to the Dean of Students a written petition to exceed the 84-month program limitation. The Dean of Students shall provide the student's petition and transcript, along with a written assessment of the merits of the student's petition, to the Chairperson and members of the Academic and Student Affairs Committee. The Committee will deny the petition unless the Committee votes, whether in person or by email, to permit the student to exceed the limitation because the Committee has determined that the student has proved by clear and convincing evidence (i) that extraordinary circumstances permit an exception to the limitation, and (ii) that the conditions contributing to the extraordinary circumstances have been ameliorated sufficiently to allow the student to re-enroll. If the Committee approves the petition, the law school shall place in the student's file a statement signed by an appropriate law school official explaining the extraordinary circumstances leading the law school to permit an exception to this limitation. Such extraordinary circumstances, for example, might include an interruption of the student's legal education because of an illness, family exigency, or military service.

E. Limitations on Credits Earned Outside the Law School

1. **Minimum credits to be earned at Mitchell Hamline School of Law:** To receive a J.D. degree from Mitchell Hamline School of Law, a J.D. student must earn at Mitchell Hamline a minimum of half of the total credits required for graduation—43 credits under the 86 credit requirement.
2. **Limit on credits earned outside the law school by enrolled students:** While enrolled at Mitchell Hamline, students may earn no more than 15 credit hours toward the J.D. degree outside the law school. This limit includes credit hours from foreign institutions under Academic Rule 1.08. Foreign Study, Section A or Section B; credits earned at other ABA-approved law schools as a visiting student under Section F below; and graduate-level courses taken outside the law school.
3. **Limits on credits earned in other graduate programs (non-law programs):** Students may earn no more than 6 credit hours toward the J.D. degree in graduate-level courses taken outside the law school, unless the credits are earned pursuant to a joint degree or dual degree agreement between Mitchell Hamline and a graduate program at another school. Students in approved dual degree programs may earn up to 9 credit hours toward the J.D. degree.

4. **No credit prior to matriculation:** No credit will be awarded for course work taken prior to a student's first matriculation at any law school.

F. Credits Earned at Other Law Schools (Transfer of Credit)

Credit earned at other law schools may be transferred to a student's Mitchell Hamline School of Law record only with the approval of the Dean of Students or Vice Dean for Academic and Faculty Affairs. All regulations that apply to credits earned at Mitchell Hamline also apply to transfer credits.

Two types of credits earned at other law schools are regulated by this section: (1) credits earned while visiting another law school and (2) transfer credits earned prior to enrolling at Mitchell Hamline School of Law.

1. Regulations Applying to All Forms of Credit Earned at Other ABA-approved Law Schools

- a. **ABA Approval.** Credits must be earned at an ABA-approved law school or an ABA-approved program sponsored by an ABA-approved law school.
- b. **Minimum Credits at the Law School.** J.D. students must earn a minimum of 43 credits (of 86 required) at Mitchell Hamline to qualify for a J.D. degree from Mitchell Hamline School of Law. Credits earned by legacy students at Hamline University School of Law or William Mitchell College of Law are considered Mitchell Hamline credits for purposes of this rule.
- c. **Computation of Credits.** In most cases, Mitchell Hamline accepts the number of credits assigned by the school where the course was taken. computed as follows: 1 quarter credit = 0.7 semester credit.
- d. **Grades.** All grades earned in courses allowed for transfer credit are displayed on the transcript, but are not computed as part of the Mitchell Hamline grade point average or class rank. All courses taken for transfer credit must be letter graded and students must earn a grade of at least C (not C-) or its equivalent to receive transfer credit.

2. Regulations Applying to All Forms of Credits Earned at Unapproved ABA Law Schools

- a. **Accreditation.** Credits must be earned at a school that has been granted the power to confer the JD degree by the appropriate governmental authority within the law school's jurisdiction, or a school from which its graduates are permitted to sit for the bar examination in the jurisdiction in which the unapproved law school is located. [See ABA standard 505.](#)

- b. **Minimum Credits at the Law School.** J.D. students must earn a minimum of 58 credits (of 86 required) at Mitchell Hamline to qualify for a J.D. degree from Mitchell Hamline School of Law.

- c. **Computation of Credits.** In most cases, Mitchell Hamline accepts the number of credits assigned by the school where the course was taken. Credits for courses taken at law schools on a quarter system are computed as follows: 1 quarter credit = 0.7 semester credit.

- d. **Grades.** All grades earned in courses allowed for transfer credit are displayed on the transcript but are not computed as part of the Mitchell Hamline grade point average or class rank. All courses taken for transfer credit must be letter graded and students must earn a grade of at least C (not C-) or its equivalent to receive transfer credit.

3. Regulations Applying to All Forms of Credits Earned at Foreign Law Schools

- a. **Minimum Credits at the Law School.** J.D. students must earn a minimum of 58 credits (of 86 required) at Mitchell Hamline to qualify for a J.D. degree from Mitchell Hamline School of Law.
- b. **Computation of Credits.** Mitchell Hamline will determine the credit equivalent and conversion of the foreign law school credits before accepting any credits.
- c. **Grades.** All grades earned in courses allowed for transfer credit are displayed on the transcript but are not computed as part of the Mitchell Hamline grade point average or class rank. All courses taken for transfer credit must be equivalent to a grade of at least C (not C-).

4. Regulations Applying to Credits Earned While Visiting Another Law School

- a. **Advance Permission Required.** A student may petition the Dean of Students for permission to visit away (subject to the credit limits below). For spring and fall visits away, approval will be granted only when there is a compelling reason. Compelling reasons include things such as: military commitment, caring for a dependent child or a parent, or employment relocation of a spouse or life partner. The circumstances giving rise to the need to visit must go beyond convenience, financial considerations, or a desire to network in a different geographical area after graduation.
- b. **Completed "Transfer of Credit" form required prior to enrolling in courses.** Students who wish to receive credit for courses taken while visiting another law school must complete a Transfer Request Form prior to enrolling in courses. A

student will not receive credit for a course that substantially duplicates coursework for which the student has already earned credit.

- c. **Grades.** All grades earned by Mitchell Hamline students who visit other law schools are displayed on the transcript, but are not computed as part of the Mitchell Hamline grade point average or class rank. All courses taken must be letter graded and students must earn a grade of at least C (not C-) or its equivalent to receive transfer credit.
- d. **Required Courses.** All required classes (see Academic Rule 1.03. Curriculum Requirements) must be taken at Mitchell Hamline School of Law. No credit will be awarded for courses taken elsewhere that substantially duplicate Mitchell Hamline required courses.
- e. **Limits on Visiting Away.** The following limits apply to students visiting other law schools:
 - i. A maximum of 15 total credits earned at another school or schools may be applied to the Mitchell Hamline J.D. degree. This includes credits earned:
 - While visiting another school during a fall or spring semester; and/or
 - While attending a summer or J-term study-abroad program offered by another law school.

Credits earned through the three Minnesota law schools' consortium program are treated as credits earned at MHSL and do not count toward the 15-credit maximum.

- ii. A maximum of 7 of the 15 total credits may be earned from J-term and/or summer courses at another school or schools, including study-abroad programs. A study-abroad program offered by Mitchell Hamline is not considered a visit away
- iii. No student may take a course at another law school if the dates of the course overlap with any portion of a Mitchell Hamline session in which the student is enrolled, unless the student first gets advance permission from the Vice Dean, Academics.
- iv. Attending Minnesota Law Schools:
 - **Consortium Description:** Students may register for courses at the University of Minnesota Law School, or the University of St. Thomas School of Law, under the terms of the three Minnesota law schools' consortium agreement.

- **Consortium Course Tuition:** For consortium courses, Mitchell Hamline students pay tuition to Mitchell Hamline. Consortium credits are counted in the student's course load for the purpose of determining full-time status, tuition and fees, etc.
- **Consortium Course Limitations:** To qualify for consortium status, a course must not be offered during the academic year at the enrolling student's home school. Clinics, externships, internships, and independent studies do not qualify as consortium courses.
- **Consortium Space Limitations:** Consortium status courses at each school must have space available after each school's initial add/drop procedures have been applied.
- **Consortium Summer and J-term Exclusions:** Courses offered at any of the three Minnesota law schools during summer and January terms are excluded from consortium treatment. Students must petition to take summer and January term courses as visitors at the other school and pay tuition to the offering school. Summer and J-term courses taken at one of the other two Minnesota law schools are subject to and counted toward the maximum of 15 total credits that Mitchell Hamline students may earn at other law schools.
- **Maximum Consortium Credits:** Students may not earn more than six consortium credits during their law school career.
- **Eligibility for Consortium Courses:** Students must be in good standing at Mitchell Hamline School of Law to participate in the program.
- **Consortium Student Policies and Procedures:** Students must abide by all rules of the visited school and are graded and evaluated by the visited school's standards.
- **Grades and Transfers:** The visited school awards grades and submits transcripts to the home institution. Consortium course grades appear on the transcript, but do not affect grade point averages.
- **Receipt of Transcript:** At the conclusion of the course, once grades have been

posted, it is the student's responsibility to request that the other institution send an official transcript to Mitchell Hamline's Office of the Registrar. Upon receipt of the transcript from the other institution, credits are posted as transfer credits.

- **Consortium Courses:** All courses with space available when registration opens to consortium students are presumed to be eligible for the consortium agreement, except for those courses excluded above. Interested students should review online schedules to identify courses they would like to take.
- **Consortium Student Requests:** Consortium requests are processed through the home school's registrar.

G. Maximum Online Courses Permitted

Students may take up to 43 credits (of 86 required) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

H. Administrative Requirements for Graduation

1. Mitchell Hamline School of Law must have a student's official undergraduate transcript on file from a student's degree-granting school not later than October 15 of the student's first year at Mitchell Hamline. The transcript must reflect the conferral of a bachelor's degree, unless an exception has been made allowing the student to matriculate without earning a bachelor's degree. Transcripts reported by the Law School Data Assembly Service (LSDAS) will fulfill this requirement if it reflects the conferral of a bachelor's degree. Failure to meet this requirement will result in administrative withdrawal from the school.
2. If a student received Title IV student loans (Direct Student loan or Federal Stafford, Federal Unsubsidized Stafford, and/or Federal SLS programs), the student must complete an on-line financial aid exit interview.
3. If a student received a Direct Student loan, the student also must complete an on-line exit questionnaire.
4. All tuition, fees, and other charges owed to the law school must be paid in full.

5. In accordance with the directive from the American Bar Association, the Office of Career and Professional Development requires return of an on-line completed employment survey.

I. Posthumous Degree Policy

A deceased student who has not completed all degree requirements at the time of death may be granted an honorary posthumous degree if the following conditions exist:

1. The student was enrolled or on an approved Leave of Absence at the time of death;
2. The student was in good academic and conduct standing at the time of death; and
3. The Dean or Dean's designee and Board of Trustees approve the granting of the honorary degree.

J. Note Regarding Diplomas

Students must complete their employment survey through the Career and Professional Development Office prior to receiving a diploma. If students complete their degree requirements in the fall or spring semester the degree conferral date on the diploma will be the last day of the semester. If students complete their degree requirements in J-term or the summer term, the degree conferral date on their diploma will be the last day of the term.

¹ Note that a course that requires less than 500 (2/3 of 750) minutes or 8.375 (2/3 of 12.5) hours of in-class work per credit hour is a "distance education" course. Students may count no more than 28 credits under the 86 credit requirement in distance education courses toward their law degree and no more than 10 of those credits during the first one-third of their program of legal education. See Graduation Requirements, Section G, Maximum Online Courses Permitted.

² Courses that are not designated under Chapter 3, Section 2.B, as advanced research & writing (ARW) courses.

1.07. Registration; Add/Drop; Withdraw: Extensions

A. Course Add and Drop/Withdrawal

Adding a course: Upper division J.D. students and LL.M. students may always add a course within the first week of classes. First-year J.D. students may not add courses other than the required first-year courses. Students may not add a course after the term has ended unless the Dean or the Dean's designee determines that there are extraordinary circumstances that justify such an addition.

Dropping/withdrawing from a course: Students may drop a class before the drop-add deadline published in the academic calendar unless the instructor imposes a more stringent requirement. If a student drops a course during the drop-add period, no "W" will appear on the student's transcript and no permission is required. Students may withdraw from an upper-level course after the drop-add period and through the end of the last class meeting of the course. If a student withdraws from a class after the drop-add deadline, a "W" will be recorded on the student's transcript. Students who wish to withdraw from a course after the last class meeting of the course has ended must petition the Dean of Students for an emergency exception.

Students in blended and on-campus programs who wish to withdraw from all courses in a fall or spring semester must first get permission from the Dean of Students for a leave of absence or for withdrawal from the law school. Students who are granted permission to withdraw from all classes in a fall or spring semester and who are placed on a leave of absence must return at the start of one of the following two academic semesters (fall or spring) or request an extension from the Dean of Students. (I.e., absent an extension grant, a student who withdraws in the fall must return at the start of either the next spring semester or the next fall semester; a student who withdraws in the spring must return at the start of either the next fall semester or the next spring semester.)

First-year students in blended and on-campus programs wishing to withdraw from a required course must first get permission from the Dean of Students.

B. Registration Priority

Registration priority is based on the sum of earned credits plus the attempted credits in the semester during which registration is held. Generally, students with the highest credit totals are given the opportunity to register before those with fewer credits. In cases where there are large numbers of students with equal credit totals, registration priority will be based on a tie-breaker system administered and announced by the Office of the Registrar.

Exceptions to this rule include courses for which students are preregistered, such as required courses for 1L students and preregistration course packages for 2L students.

Incoming J.D. students are assigned to an enrollment option (full-time or part-time on campus, or part-time blended) at the time of matriculation. Students will remain in this enrollment option throughout their matriculation at the law school. Students will not be assigned to another enrollment option unless they plan to take all their remaining required courses in that enrollment option. Students must be able to

comply with all program and course requirements to be reassigned to a different enrollment option. Enrollment option reassignments must be approved by the Vice Dean, Academics or their designee. J.D. students shall have priority enrollment in any course required for the J.D. degree, needed for bar examination preparation, or required for bar admission. See list below:

First Year Required Courses:

- 1450 Legal Methods
- 1003-Civil Dispute Resolution (4 credits)
- 1004-Torts: The Common Law Process (4 credits)
- 1005-Criminal Law: Statutory Interpretation (3 credits)
- 1006-Contracts: Transactional Law (4 credits)
- 1651-Property: Jurisprudential and Comparative Analysis (4 credits)
- 2410-Constitutional Law-Powers (3 credits)
- 1415-Legal Analysis, Research, and Communication I (3 credits)
- 1416-Legal Analysis, Research, and Communication II (3 credits)
- 1452-Foundations of Practice (for full time students, 1 credit)

Upper Division Requirements:

- 3200-Professional Responsibility (3 credits)
- 9550/9551/9555/9556-Advocacy (3 credits) OR 9553-Advocacy: Appellate (1 credit) and 9552-Advocacy: Trial (2 credits)
- 4575-Negotiation (3 credits) OR 9014-Transactions and Settlements (3 credits)
- 2421-Constitutional Liberties (3 credits)
- 1452-Foundations of Practice (for part time students, 1 credit)
- Upper-Level Advanced Research and Writing Requirement (Long Paper)

Additional Curricula and/or Academic Support Courses:

- 2418-Bar Preparation Strategies: MPT (offered only fall semester)
- 1204-Constitutional Criminal Procedure: Investigation and Interrogation
- 2500-Evidence
- 4001-Bar Preparation Strategies: MBE and MEE (offered only spring semester; must be taken in the final spring semester of law school)

C. Pre- and Co-Requisites

Registration for some courses requires a student to complete one or more prerequisites or to take a course concurrently. A student must abide by these requirements unless the

instructor waives the requirement. Before registering for any course, the student must obtain a waiver from the instructor and inform the Registrar, who will then assist in the registration process. Any student who elects to take a course without the required prerequisite and/or co-requisite course(s) does so at their own risk. Lack of prerequisite and/or co-requisite course(s) will not be considered as a factor in administering any Mitchell Hamline School of Law policies.

D. Course Cancellations

Mitchell Hamline School of Law reserves the right to cancel a course on or before the first day of classes due to insufficient enrollment or other compelling circumstances. Students enrolled in the canceled course are notified of the cancellation by e-mail.

E. Auditing a Course

A student who audits a course receives no credit or grade for the course. Students may not audit skills courses or clinics. Course requirements for auditors are set by the instructor. All financial and academic regulations that apply to a credit course also apply to an audited course.

A student who audits pays the same tuition as one taking the course for credit except in the following instances: (1) if the audit credits plus the graded credits put the student in the full-time tuition bracket (12 credits or more), the student is charged \$500 per-credit for those audit credits that exceed 11 credits; and (2) if the audit credits plus the graded credits put the student in the part-time bracket (8- 11 credits), the student is charged \$500 per credit for those audit credits that exceed 7 credits.

F. Registration Credit Restrictions

Fall, Spring, and Summer Semesters and J-Term:

a. **Maximum: 15 credits for the fall and spring semesters.**

On a showing of extraordinary circumstances and only with advance permission from the Vice Dean, Academics, a student may register for up to 17 credits in a fall or spring semester. The Vice Dean, Academics will rarely, if ever, determine that additional credit is justified.

The financial cost associated with spending an additional semester or semesters in school does NOT constitute an extraordinary circumstance. The desire to graduate “early” – i.e., in less than the number of semesters that the program in which the student is enrolled ordinarily requires – does NOT constitute an extraordinary circumstance.

A student who petitions the Vice Dean, Academics for a waiver under this rule must explain how their other professional and personal obligations will allow them satisfactorily to complete the in-class and out-of-class work that each credit requires over the course of the semester.

b. **Maximum: 8 credits for the summer semester.**

Students may register for between 9 and 10 credits (between 9 and 12 credits for a full-time residency) in the summer semester with advance permission from the Vice Dean, Academics. No student may register for more than 10 credits in the summer unless the student is doing a full-time summer residency. A student doing a full-time summer residency may register for up to 12 credits for the residency with the advance permission of both the Externship Director and the Vice Dean, Academics, though the final decision rests with the Vice Dean, Academics.

c. **Maximum: 3 credits for the J-Term.**

- d. A student must complete their J.D. Degree no earlier than 24 months and not later than 84 months after commencing law school studies, except in extraordinary circumstances. (See Academic Rule 1.06 D.) Students who wish to take fewer than 8 credits in the fall or spring semester should consult the Office of Financial Aid for information regarding less than part-time enrollment.
- e. Students registered for the term credit limit or those who may exceed the term credit limit may not audit a course during that term (See Academic Rule 1.07 E.). Students may not register for or audit a course scheduled at a time that conflicts with another registered course's capstone requirement, however small the conflict.

G. Incomplete Grades

Incomplete grades are issued only with the permission of the instructor. This may include the case of a clinic student who receives a grade of incomplete because they have been working on a clinic matter that has not yet been resolved and on which they will continue working into the next semester. The instructor determines the new due date, but the new due date may not be deferred later than the end of the following academic semester. If the instructor approves an extension and grade of incomplete (“I”), the student must submit a “Request for Extension and Temporary Grade of Incomplete” form, signed by the instructor, to the Office of the Registrar. If a student fails to complete the required course work by the new, extended due date, the student will be administratively withdrawn from the course (withdrawal not in good standing), after notice to the student and the instructor, unless the instructor chooses to enter a grade. If

the instructor is unable or unavailable to grant permission to issue an incomplete grade, the Vice Dean, Academics may enter the incomplete grade in the instructor's stead.

This rule applies to all MHSL courses, including externships, clinics, and independent projects.

H. Registration for First-Year Students

The law school assigns first-year students to sections and registers them for courses. First-year students must be registered for all required first-year courses in their enrollment option (full-time, part-time evening, part-time blended). First year students may not register for courses other than required first year courses. This limitation includes, but is not limited to, independent research and J-term courses.

First-year students must get permission from the Dean of Students to withdraw from a required first year course (See Academic Rule 1.07 A.).

I. Registration for Upper Class Students

Upper-class students obtain registration materials on the web. Registration for fall and summer semesters is in April. Registration for spring semester and J-term is in November. Upper-class students may register for courses through the first full week of classes via their Student Records Login, unless indicated otherwise on the online schedule.

J. Retaking a Course

A student will not receive credit for any course in which they receive a failing grade (a grade of "F"). A student must retake any required course in which they earn an "F". A student may choose to retake any other course for which they received a failing grade. Both the "F" and the repeat grade will be computed as part of the student's grade point average. Both grades will appear on the student's transcript. A student may not retake for credit a course in which they did not receive a failing grade.

K. Withdrawing from Law School

Students who plan to withdraw from law school are strongly advised to contact the Student Accounts Office (to discuss student account balance) and the Financial Aid Office (to discuss federal loan repayment requirements/options and the effect a withdrawal will have on current and future financial aid eligibility) to ensure a complete understanding of the financial effect of the withdrawal. If, at the time of withdrawal, a student's payments exceed the amount of tuition liability, the Student Accounts Office will use the overpaid amount to reduce any financial aid awarded before returning any funds to the student.

Official Withdrawal. An official withdrawal from the law school is processed by the Dean of Students. It is the responsibility of the student to ensure that their withdrawal request has been approved and processed. The last date for which tuition is charged is the last date of attendance. The Dean of Students communicates the official withdrawal date to the Finance Office. The official date may result in a tuition refund, no refund/nothing owed, or a remaining tuition liability amount to be paid to the school. Scholarship credits will be recalculated accordingly and if federal student loans were used to pay any portion of the semester's tuition and fee charge, a Return to Title IV calculation will be performed. Student fees are mandatory and are not refunded to the student.

Unofficial (Administrative) Withdrawal. A student who stops attending all classes due to illness, accident, grievous personal loss or other circumstances beyond the student's control will be reviewed by the Dean of Students to determine the appropriate withdrawal date. Students who stop attending all classes without notice to the Dean of Students or a mitigating event are considered to have withdrawn unofficially and will have tuition liability calculated based on the date approved by the Dean of Students, which is either the last date of attendance, the last date the student logged in, or the 50% mark of the semester, whichever is known.

A student may be administratively withdrawn from the law school if they fail to complete at least one credit of coursework for two semesters (fall or spring) consecutively.

Students who withdraw or are withdrawn from the law school prior to earning any academic credit must petition the Admissions Committee for readmission if they wish to return. Students who withdraw or are withdrawn from the law school after earning academic credit(s) must petition the Dean of Students for reinstatement if they wish to return.

If, at the time of withdrawal, a student's payments exceed the amount of tuition liability, the Finance Office will use the overpaid amount to reduce any financial aid awarded before returning any funds to the student.

For additional information, see the Tuition and Title IV Refunds page in this Catalog.

L. Leave of Absence

The Dean of Students may grant a student a leave of absence due to personal circumstances for up to one academic year. Students who are placed on a leave of absence must return at the start of one of the following two academic semesters (fall or spring) or request an extension from the Dean of Students. (I.e., absent an extension grant, a

student who withdraws in the fall must return at the start of either the next spring semester or the next fall semester; a student who withdraws in the spring must return at the start of either the next fall semester or the next spring semester.)

A student must petition the Dean of Students in writing for a leave of absence or for an extension of a previously approved leave of absence. After one year or the expiration of an extension, a student on leave will be withdrawn from the law school. The time that a student is on leave will be calculated as part of the 84 months allowed to earn a J.D. Students on leave from the law school are not considered enrolled for financial aid purposes, and their student loans may enter repayment during a leave of absence. Students concerned about the effect of a leave of absence on student loans should contact the Financial Aid Office.

Students who plan to take a leave of absence from law school are strongly advised to contact the Student Accounts Office (to discuss student account balance) and the Financial Aid Office (to discuss federal loan repayment requirements/options) to ensure a complete understanding of the financial effect of the leave of absence. If, at the time of a leave of absence, a student's payments exceed the amount of tuition liability, the Student Accounts Office will use the overpaid amount to reduce any financial aid awarded before returning any funds to the student.

1.08. Foreign Study

A. Independent Study Abroad and ABA-Approved Study-Abroad Programs

An independent study abroad program undertaken at a foreign law school provides an excellent opportunity for students to expand their knowledge of comparative and international legal issues. Credits for an independent study abroad program are governed by the rules of Mitchell Hamline School of Law and by the American Bar Association (ABA) Criteria for Accepting Credit for Student Study at a Foreign Institution. The law school works with students to assist them in developing a viable plan.

Requirements:

1. Students who have completed their first year or, if part-time, the equivalent, may submit applications for independent study abroad programs. Generally, students should complete all of their required courses at the law school before seeking to study abroad, so students are generally in their third or fourth year before undertaking this independent study program. There may be some exceptions to this and students

who have not completed all required courses should schedule an initial consultation with the Dean of Students.

2. The maximum number of credits a student may earn at a foreign institution is governed by section B below. Credits earned abroad may not be used to satisfy Mitchell Hamline graduation requirements.
3. Students must be in good standing to register for a study abroad program.
4. Credit is given for grades earned of "C" or better, "Pass" or the equivalent. Grades that satisfy criteria set forth in the Catalog may be transferred to Mitchell Hamline.
5. If instruction is to be done in a language other than English, students must be fluent in the language of instruction at the foreign institution.
6. Students who are interested in pursuing a study abroad program must consult the Dean of Students prior to seeking approval (see 7 below). In addition, students must consult the respective program web page for information regarding courses, cost, withdrawal, faculty, travel, housing, insurance, financial aid, country information, passports and visa requirements.
7. Students must receive pre-approval from the Mitchell Hamline Vice Dean, Academics before beginning any independent study abroad program. Courses taken or completed before approval is granted will not transfer to Mitchell Hamline.
8. For your information, consult the [ABA Criteria for Accepting Credit for Student Study at a Foreign Institution](#).

Application Process

Students need to apply no later than the beginning of the semester prior to the time they seek to attend the foreign program, approximately four months in advance – the earlier the better.

For more information regarding independent study abroad opportunities and how to draft a proposal for your course of study abroad, contact the Dean of Students.

In general, students pay the tuition and fees applicable to the foreign institution and do not pay tuition and fees at Mitchell Hamline for the credits earned abroad. In addition to the tuition and fees charged by the foreign institution, a study abroad administrative fee will be charged to all Mitchell Hamline students pursuing an independent study abroad.

Academic Advising

A full-time Mitchell Hamline law school faculty member and one professor from the foreign institution must supervise the student's course of study.

Financial Aid

Financial aid availability for Study Abroad/Off-campus programs during summer, fall or spring is based on the number of credits approved by MHSL Registrar for the course of study. Fall or spring semesters require a minimum of 6 credits; summer requires 2 credits. J-term study abroad financial aid eligibility has no credit minimum, but requires 6 credit minimum registration in either the preceding fall or following spring semester. The Study Abroad financial aid budget is based on estimated and actual costs for the program which are determined by the host school and communicated directly to the MHSL Financial Aid Office.

MHSL scholarships cannot be applied to any study-abroad program charges and are not portable to other schools. Early termination of your study-abroad program may require financial aid repayment. Please contact the Financial Aid Office for additional details and instructions.

Other Important Consideration and Helpful Hints

Students are strongly advised to begin the application process as early as possible, as it requires approval from several parties; this task is lengthy and time-consuming.

Students need to develop a reliable contact and gain permission from a full-time professor at the host foreign law school. It is wise to develop a specific contact at the foreign university who is able to answer questions regarding the intended course of study.

ABA Approved Foreign Programs

As another option, students may earn “transfer credits” towards their J.D. by participating in a study- abroad program offered by any ABA-approved law school. There are many such programs, located around the world, which are run by ABA-approved U.S. law schools. Some of these programs are offered in the summer and some are offered for one semester or longer. It is the student’s responsibility to demonstrate that the proposed program complies in all respects with ABA standards.

See the American Bar Association website for a complete [list of ABA-approved schools](#).

B. Educational Opportunities at Foreign Institutions

The faculty of Mitchell Hamline School of Law recognizes that study of the legal systems and cultures of other countries enhances students’ legal education. For example, MHSL students have the option of participating in law programs offered by any ABA-approved law school. In addition to these programs, the law school will provide a limited number of students the opportunity to participate in

available educational opportunities at foreign institutions that will enhance the students’ legal education, subject to the following criteria:

1. Students in good standing at the law school may spend no more than two semesters of study at any foreign institution after successful completion of two semesters in the law school.
2. A proposed course of foreign study must be approved in advance by the Vice Dean, Academics and must comply with the [American Bar Association Criteria for Accepting Credit for Student Study at a Foreign Institution](#) (the ABA Criteria).
3. Students may earn no more than 15 credit hours toward the J.D. degree from foreign institutions.
4. In order to count credit hours earned under this rule toward the J.D. degree, students must earn grades of the equivalent of C or higher. Credit hours will be applied towards the J.D. degree on a pass-fail basis, and grades earned will not be reflected in a student’s GPA or class rank.
5. A full-time faculty member at the law school familiar with the course of study at the foreign institution must act as sponsor of the student’s foreign study.
6. Courses taken at a foreign institution do not fulfill courses required for graduation.
7. Credit will be given only for approved academic coursework at foreign institutions, and not for foreign externships.
8. Ordinarily, foreign courses of study will be approved only at institutions with which Mitchell Hamline School of Law has an existing working relationship.
9. Student studying at foreign institutions must comply with all other rules promulgated from time to time by the law school administration for purposes of compliance with the ABA Criteria.

1.09. Exceptions to the Academic Rules

Unless an academic rule specifies otherwise, no person has authority to grant an exception to that rule, under any circumstances. If a rule grants specific waiver authority to a particular person or people, only that person or people may waive that rule, and only in the circumstances specified.

Policies

Bias Incident Policy

The [Bias Incident Policy](#) can be found in the Mitchell Hamline Policy Repository.

Character and Fitness: Amendments and Updates

A. Qualifications for Admission to the Bar

In addition to a bar examination, there are character, fitness, and other qualifications for admission to the bar in every U.S. jurisdiction. Students are encouraged to determine the requirements for any jurisdiction in which they intend to seek admission by contacting the jurisdiction. Addresses for all relevant agencies are available through the [National Conference of Bar Examiners](#).

Please note that violations of law may also be within the jurisdiction of the Student Code of Conduct.

B. Application Amendments

An amendment is a disclosure that should have been made when initially applying for admission to the law school. In the law school application, all students are asked to provide information related to their character and fitness to practice law.

Students have an ongoing responsibility to amend their application for admission if new information that should have been disclosed is discovered any time after the application is submitted. A student who determines that an amendment to their application is required must complete the online [Application Amendment form](#). Amendments must include the details of the incident(s) that were not initially disclosed, relevant dates, disposition, and the reason(s) for not disclosing the information initially.

In the case of both Amendments and Updates, the burden is on the student to ensure that the amendment or update has been received and responded to by the law school.

C. Student Record Updates

Updates to student records apply to incidents that occur after initial application to the law school. A student is required to update their student record if, after applying to Mitchell Hamline School of Law, and during their legal

education, an incident occurs that would have had to have been reported under one of the conduct questions on the Application for Admission or otherwise may impact their character and fitness to practice law. There are two exceptions to this obligation to update the school: (1) parking violations do not need to be reported; and (2) moving violations that do not involve drugs or alcohol do not need to be reported.

Note: Parking or moving violations that indicate a pattern of conduct should be disclosed. Generally, a single incident during your law school career falls within the Involves alcohol or drugs; exceptions; however, students are advised to notify the Dean of Students if they have any doubts.

Students who need to disclose incidents covered by the above must complete the online [Student Record Update form](#) and include the details of the update (including relevant dates, dispositions, etc.).

In addition to the requirement of disclosing an incident that has occurred after enrollment has commenced, the law school highly recommends discussing the incident(s) with the Dean of Students (Student Services – Room 119). Doing so allows the School to provide counseling and advice on resources and steps to consider taking. Some infractions or patterns of infractions may have an effect on bar admission. We encourage visiting with the Dean of Students about all infractions, and **highly recommend** you visit with the Dean of Students when an infraction(s):

- Involves alcohol or drugs;
- Represents a pattern of conduct (including parking or moving violations);
- Involves dishonesty; or
- Involves any incident that may call into question the ability of the student to meet the essential eligibility and character and fitness requirements required for licensure in most jurisdictions. As an example, see Rule 5 of the [Minnesota Rules for Admission to the Bar](#)

In the case of both Amendments and Updates, the burden is on the student to ensure that the amendment or update has been received and responded to by the law school.

Disability Discrimination Grievance Process Policy

Mitchell Hamline School of Law (MHSL) is committed to ensuring equal educational opportunities for all qualified students in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973

and does not discriminate on the basis of disability in the administration of its education-related programs and activities

Mitchell Hamline School of Law has adopted this Disability Discrimination Grievance Process Policy to provide prompt and equitable resolution of grievances alleging action prohibited by the ADA and/or Section 504.

Any student who believes that they have been subjected to discrimination on the basis of disability or have been denied access or accommodations required by law, shall have the right to a prompt and equitable consideration of their concerns through this Disability Discrimination Grievance Process Policy. This Policy addresses the following concerns:

- Disagreements or denials regarding disability designation and status.
- Denial of requested accommodations, auxiliary aids, and/or services.
- Claims of inaccessibility of any a MHSL program, activity, or facility.
- Alleged harassment or discrimination on the basis of a disability by MHSL or any of its staff and faculty.

The Disability Discrimination Grievance Process Policy is not intended to supersede other Mitchell Hamline School of Law policies and procedures which may exist for addressing alleged violations of the ADA and/or Section 504, or other issues for which separate policies and procedures exist.

For concerns of harassment or discrimination by another student, please refer to the Non-Discrimination and Non-Harassment Policy in the MHSL College Catalog.

The Policy requires a two-step process: 1) a Preliminary Grievance; and 2) if desired, a Formal Grievance.

A. Preliminary Grievance Process

Prior to initiating a formal grievance process, students must first attempt to resolve their grievance, academic or otherwise, through a preliminary grievance process. Under this preliminary process, the Director of Disability and Student Services can directly address a particular concern using the appropriate MHSL policies or procedures.

Students may initiate the preliminary grievance process by submitting in person, by mail, and/or by email the Preliminary Disability Discrimination Grievance Form to the Director of Disability and Student Services promptly after the alleged discriminatory action occurs (if possible). The Director of Disability and Student Services will review the grievance and provide a response in writing within 10 working days.

Please Submit Preliminary Disability Grievance Forms to:

Disability Services
Mitchell Hamline School of Law
875 Summit Avenue
St. Paul, Minnesota 55105
DisabilityServices@mitchellhamline.edu

Note: If your grievance is against the Manager of Disability Services, please submit the form to the Dean of Students.

B. Formal Grievance Process

If the student is dissatisfied with the outcome of the preliminary grievance process, they may initiate the formal grievance process by submitting the formal grievance via a written report within sixty (60) days of the alleged incident or thirty (30) days after the end of the preliminary process, whichever is later.

The student must submit in person, by mail, and/or by email a written report of relevant information and any related materials to the Manager of Disability Services,¹ who will promptly review the information and related materials and forward them to the Dean of Students or designee for a prompt and equitable review:

Lynn LeMoine

Dean of Students
Mitchell-Hamline School of Law
875 Summit Avenue
St. Paul, MN 55105
Phone: 651-695-7668
lynn.lemoine@mitchellhamline.edu

The student's formal grievance written report must clearly state:

- The name, address, and phone number of the student.
- The name(s) of the individual(s) (if any) alleged to have engaged in the discriminatory conduct and any potential witnesses.
- The dates of and location(s) at which the alleged discriminatory conduct occurred.
- The basis and rationale for the grievance.
- The specific facts and/or policies supporting the student
- The remedy and resolution desired by the student.

The Dean of Students or designee will:

- Undertake a prompt and equitable investigation.
- Interview all parties and obtain potentially relevant documents, information and names of witnesses.

- Interview witnesses as deemed necessary and secure any relevant documentation (such as notes, emails, pictures, grades, etc.) and information.
- Respect privacy to the extent possible. Students must understand that the MHSL cannot guarantee absolute confidentiality because it cannot conduct an effective investigation without revealing certain information to witnesses or respondents.
- Retain the right to utilize and inform persons who may have a need to know the information obtained during the investigation for legitimate institutional purposes.
- Abide by Federal/State laws and MHSL policies when reviewing the grievance.
- Act as an impartial fact finder in the matter.
- Absent unusual circumstances, render a written decision no later than thirty (30) days after receiving the student's grievance, determining by a preponderance of the evidence (more likely than not) whether the student's grievance is supported by the evidence provided.

C. Appeal Process

Students who are dissatisfied with the decision issued by the Dean of Students or designee after the formal grievance process can request an appeal of the decision. The request for an appeal must be made in a written report that includes or attaches all relevant information.

An appeal may only be pursued on the following grounds: 1) the appealing student has material new evidence that was not previously available that would alter the underlying decision; 2) the appealing student has objective evidence of bias on the part of the prior decision maker; or 3) the appealing student has material evidence indicating that the prior decision was arbitrary and capricious.

Any appeal must be submitted within five (5) business days of issuance of the decision being appealed and must be submitted in person, by mail, and/or by email to the Vice Dean, Academics:

Morgan Holcomb

Vice Dean of Academics
Mitchell Hamline School of Law
875 Summit Avenue
St. Paul, MN 55105
morgan.holcomb@mitchellhamline.edu

Absent unusual circumstances, a written decision will be issued within twenty (20) business days after receipt of the request for an appeal. The decision of the Vice Dean, Academics is final. The decision could be any of the following: 1) upholding the prior decision, with a brief

rationale; 2) reversing the prior decision, with a brief rationale; or 3) sending the matter back to the underlying decision maker for further investigation, with a brief rationale.

A student only gets one appeal for a particular grievance.

Please note that filing a grievance under this Policy does not preclude or negate an individual's right to file an ADA or Section 504 complaint with the U.S. Department of Education Office of Civil Rights.

OCR Office for Minnesota is located at:
Chicago Office
Office of Civil Rights
U.S. Department of Education
John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604
Telephone: 312-730-1560
Fax: 312-730-1576
Email: ocr.chicago@ed.gov

D. Non-Retaliation

Mitchell Hamline School of Law strictly prohibits retaliation against any individual who files or otherwise participates in the investigation of a disability-related grievance. A student who believes that they have been retaliated against for filing or otherwise participating in the investigation of a grievance shall submit in person, by mail, and/or by email a written report of relevant information and related materials to the Manager of Disability Services.

If the individual's non-retaliation grievance pertains to the Manager of Disability Services, the individual shall submit in person, by mail, and/or by email a written report of relevant information and any related materials to the Dean of Students.

¹ Unless the grievance specifically relates to conduct by the Manager of Disability Services, in which case the information will be provided directly to the Dean of Students, who shall in turn review the grievance.

Hate Crimes Policy

The [Hate Crimes Policy](#) can be found in the Mitchell Hamline Policy Repository.

Non-Discrimination and Non-Harassment Policy

The [Non-Discrimination and Non-Harassment Policy](#) can be found in the Mitchell Hamline Policy Repository.

Sex Discrimination and Non-Title IX Sexual Harassment

The [Sex Discrimination and Non-Title IX Sexual Harassment Policy](#) can be found in the Mitchell Hamline Policy Repository.

Student Complaints

Mitchell Hamline School of Law seeks to provide responsive service and an exceptional student experience. Students who have complaints should contact Dean of Students Lynn LeMoine at lynn.lemoine@mitchellhamline.edu.

Mitchell Hamline School of Law is registered with the Minnesota Office of Higher Education. Students with a complaint may also wish to contact:

Betsy Talbot
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
Saint Paul, MN 55108
651-259-3965
Betsy.Talbot@state.mn.us
[Minnesota Office of Higher Education](#)

A. Distance Learning Students

Mitchell Hamline School of Law is an approved institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA).



Mitchell Hamline School of Law is authorized to operate in all SARA member states. As a participant in SARA, Mitchell Hamline School of Law follows the [SARA Student Complaint Resolution Process](#) in addressing the complaints of distance education students from SARA member states.

Students with complaints concerning J.D. programs should contact Lynn LeMoine at lynn.lemoine@mitchellhamline.edu.

Students with complaints concerning Dispute Resolution Institute programs should contact Kitty Atkins at kitty.atkins@mitchellhamline.edu.

Students with complaints concerning Health Law Institute programs should contact Barbara Colombo at barbara.colombo@mitchellhamline.edu.

If you believe further action is necessary, you may contact the Minnesota State Agency entity:

Betsy Talbot
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
Saint Paul, MN 55108
651-259-3965
Betsy.Talbot@state.mn.us
[Minnesota Office of Higher Education](#)

Or, you may wish to contact the office of higher education in the state where you live:

[Student Complaint Information by State and Agency](#)

The following state is not a member of SARA. Students who reside in this state may wish to contact the agency below to file a complaint.

California

California Bureau for Private Postsecondary Education
PO Box 980818
W. Sacramento, CA 95798-0818
[Bureau for Private Post-Secondary Education](#)
[Student Complaint Form](#)

B. Grades and Student Conduct

Disputes regarding grades and student conduct violations fall outside the SARA complaint process and are governed entirely by the law school's policy and Minnesota law.

C. American Bar Association Accreditation

Many of the policies and procedures in this Catalog are published and crafted in accordance with the American Bar Association's Standards and Rules of Procedure for Approval of Law Schools (see [ABA Standards](#)).

Students who have concerns or complaints regarding a significant problem which directly implicates the law school's program of legal education and/or its compliance with the Standards are encouraged to write to:

Office of the Dean of Students
 Mitchell Hamline School of Law, Suite 119
 875 Summit Avenue
 Saint Paul, MN 55105

The specific problem(s) and the manner in which compliance with the Standards is questioned should be clearly articulated. The Dean of Students will address the issue by convening a meeting of the administrator(s) and/or faculty members with principal responsibility for maintaining compliance with the standard in question. In the event that the administrator with principal responsibility for the standard is the Dean of Students, the question will be referred to the President and Dean.

Students who issue a complaint will receive a response from the institution within 45 days of receipt of the complaint. In the event it is determined that corrective action is required, all necessary steps will be taken as swiftly as possible and, unless the nature of the issue requires a longer timeline, in all cases the corrective action will be taken within one year. A record of complaints, including the resolution of each, will be maintained in the Office of the Dean of Students.

Student Conduct

A. General Expectations

As responsible members of the community, Mitchell Hamline School of Law students are expected to maintain the highest ideals of academic, professional, and social conduct. Students are expected to respect the views and personal dignity of other members of the law school community. They are responsible for knowing and abiding by the rules and policies published in the Catalog.

In addition, students are expected to know the standards to which they will be held when they become lawyers. The codes of professional responsibility published by each state's bar association describe these standards. Students should consult these codes for guidance. The Student Code of Conduct at Mitchell Hamline School of Law reflects the standards for professional conduct prescribed by the Minnesota Board of Law Examiners.

B. Student Code of Conduct

1. Statement of Purpose

The Mitchell Hamline School of Law Student Code of Conduct (hereinafter, "the Code") contains the rules that shall govern any student enrolled in courses or programs sponsored or co-sponsored by the law school, and where applicable, any student organization, and the procedures to be followed in administering the rules. These rules state elemental standards of honesty and integrity to the end that

graduates of Mitchell Hamline will be academically qualified for the practice of law and possess those character traits necessary to the special trust relationships involved in the practice of law.

2. Scope

The Mitchell Hamline Student Code of Conduct is based on the assumption that individual and group responsibility is a part of the educational process. Disciplinary action can help encourage individual responsibility and self-discipline; protect the rights, freedoms, and safety of members of the law school community; and promote respect for the rights of others. Accordingly:

- a. The Code applies to students enrolled in courses or programs sponsored or co-sponsored by the School of Law.
- b. The Code also applies to student groups and organizations at the law school. A student organization may be held responsible under the code if members of the group act in concert to violate law school community standards; a violation arises out of a group-sponsored, -financed, or -endorsed event; a group leader has knowledge of the act or incident before or while it occurs and fails to take without proper or appropriate group control, remedy, or sanction; members of the group cover up or fail to report improper conduct to the appropriate law school officials.
- c. The Code applies to all conduct (academic and other) that relates to an individual's status as a student of the law school. However, the Code is not an exclusive remedy for criminal or tortious acts.
- d. Investigations may be initiated or continued after a student has graduated, or after the student has completed the course or program, if the conduct at issue occurred while the individual was enrolled in the law school or in a program sponsored or co-sponsored by the law school. If a matter is pending when a student is scheduled to graduate, the student's degree may be withheld until the matter is resolved.
- e. The law school may take action for conduct that occurs on school premises or at school sponsored (or co-sponsored) events, whether held on or off campus, or in any other setting whether or not related to school activities.

All complaints of sexual harassment, harassment and discrimination, and sexual violence are subject to the provisions of the law school's Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy.

3. Definitions

3.1 “Complainant” means any person who initiates a disciplinary proceeding under the Student Code of Conduct by serving upon the Dean a signed, written complaint.

3.2 “Dean” means the Dean and President, or any person designated by the Dean to perform the acts required under the Student Code of Conduct.

3.3 “Plagiarism” means the act of using words and ideas that are not one’s own and representing them as one’s own without proper attribution or credit. The use of another person or an artificial intelligence content-generator’s words or ideas must be given adequate documentation whether used in direct quotation or in summary or paraphrase. Plagiarism includes, but is not limited to, submitting the work of another or a content-generator as one’s own whether intentional or not.

3.4 “Respondent” means any student alleged to have committed a violation of the Student Code of Conduct.

3.5 “Service” or “Serve” means to provide a written notice or any other document by personal service, email notification, or by certified mail with a request for a return receipt. Notice by email is effective on the date sent and certified mail is effective on the date of mailing unless otherwise specified. Personal service upon the Dean may also be accomplished by delivery to any law school employee in the Dean’s suite.

3.6 “Student” means any person enrolled in courses or programs sponsored or co-sponsored by the law school, and where applicable, any student organization.

4. Prohibited Conduct

4.1 Unlawful conduct A student must not commit any criminal offense that implicates the student’s character or fitness to practice law

4.2 Academic misconduct A student must not engage in academic misconduct, including, but not limited to, cheating, plagiarizing, violating instructions, falsifying information, representing as original one’s own work written for other purposes, or engaging in conduct that tends to give an unfair advantage to any student in any academic matter. This prohibition applies to all course work, examinations, independent study projects, research projects for instructors, and academically related activities including law review/journals and competitions. This rule is subject to specific instructions by a faculty member or supervisor of the particular activity in question. A student with knowledge of any violations of this section should report the violation promptly.

A plagiarism violation under the Student Code of Conduct will be treated separately from the discipline a student may receive from a professor teaching a course in which the violation occurred.

4.3 Honesty and integrity A student must not engage in conduct involving dishonesty, fraud, deceit, or intentional misrepresentation if such conduct raises a substantial question as to that student’s character and fitness for admission to the practice of law. Such conduct includes, but is not limited to, making false statements to faculty, staff, or potential or actual employers relating to schoolwork; misrepresenting academic or personal achievement to faculty, staff, or potential or actual employers; or intentionally failing to correct false, inaccurate, or incomplete information previously submitted to the law school.

4.4 Concerning Pattern of Behavior or Conduct A student must not exhibit a pattern of behavior or pattern of conduct that raises significant concerns about the student’s character or fitness for admission to practice law. Such pattern may include multiple violations of laws or regulations. The code incorporates by reference the character and fitness standards of the Minnesota Board of Law Examiners.

4.5 Professional and Social Misconduct All students, whether engaged in on-campus, offsite, or online or blended classes are expected to maintain a positive learning environment by refraining from behavior that impedes or otherwise negatively impacts other students as described in the following three subsections:

- **4.5.1 Person and property of others** A student must not behave in a manner that threatens the safety or property of others. A student must not assault, harass, or otherwise attempt to intimidate any faculty member, staff member, or student, whether in person or with the use of technology. A student must not purposely damage, or knowingly take, the property of any other person without the person’s consent.
- **4.5.2 Classroom conduct** Students must not engage in conduct that substantially and materially disrupts a class or the work of students, staff, or faculty. This rule applies to on-campus, offsite, and online and blended courses.
- **4.5.3 Library rules** Students must follow all library rules published on the library website or otherwise publicly promulgated. A violation of the Library’s Behavior Policy is a violation of this Student Conduct Code.

4.6 Other law school rules From time to time, the law school may issue specific or general rules. When these rules are announced on the law school website, or otherwise

widely published, they become binding on all students. A violation of any such rule may be considered a violation of the Student Code of Conduct if such violation implicates the student's character or fitness to practice law.

5. Sanctions

A violation of the Student Code of Conduct may result in expulsion or suspension from the law school, dismissal from one or more classes, restitution, or any other appropriate penalty. A violation by a student organization may result in loss of funding and sponsorship from the law school. The application of any penalty shall depend upon the seriousness of the offense and the presence or absence of mitigating factors. Execution of the penalty may be stayed pending successful completion of specified conditions of a probationary period.

6. Rules for Disciplinary Proceeding

6.1 Initiation of Disciplinary Proceeding

Any person may initiate a disciplinary proceeding under these rules by sending the Dean, by email, a signed, written complaint. In the complaint, the Complainant shall state the essential facts alleged to constitute a violation of the Code, including (a) the name of the student alleged to have committed the violation (the "Respondent"), (b) the specific allegation(s), and (c) the factual basis for the allegation(s). Upon receipt and review of the complaint, the Dean or a person designated by the Dean (the "Dean's designee") shall either:

- a. dismiss the complaint for failure to allege a prima facie violation of the Student Code of Conduct and notify the Complainant of the dismissal and the reason for the dismissal,
OR
- b. send the Respondent, by email, a copy of the complaint and a copy of the Student Code of Conduct, and forward the complaint to an investigator assigned by the Dean or the Dean's designee. The investigator must be a person other than the Dean or the Dean's designee. The investigator will investigate the allegation(s) in the complaint and provide the Respondent with a time and place for a meeting with the investigator.

6.2 Summary Suspension and/or No-Contact Order

At any time after receipt and review of a complaint that a student has violated the Student Code of Conduct, the Dean or the Dean's designee may order that the student be temporarily suspended from the school if the allegation against the student is sufficiently serious that it gives rise to a reasonable belief that, given the academic and/or campus environment, immediate separation is required (a) to address

a significant risk to the safety of a student, faculty member, or staff member, or to their property or school property, or (b) to stop ongoing harassment or intimidation of a student, faculty member, or staff member.

The Dean or the Dean's designee may also or instead issue a temporary "no-contact" order to the student, ordering the student to have no contact (written, oral, electronic, and/or in-person) with a party who has been the target of the conduct at issue. Breach of the suspension and/or no-contact order can result in additional Student Code of Conduct charges.

The Dean or the Dean's designee may lift the suspension and/or no-contact order when there are no longer grounds for the reasonable belief that a separation and/or no-contact order is necessary (a) to address a significant risk to the safety of a student, faculty member, or staff member, or to their property or school property, or (b) to stop harassment or intimidation of a student, faculty member, or staff member.

6.3 Investigation

Within 14 calendar days after the Respondent is sent a copy of the complaint, the investigator must complete an investigation of the allegation(s) in the complaint. The investigation must include a meeting with the Respondent, unless Respondent refuses to, or otherwise will not, attend. The investigation may include interviews and/or review of documentary evidence or any other information that the investigator deems relevant to the investigation. The Dean or the Dean's designee may extend the length of the investigation for good cause.

6.4 Submission of Investigator's Report

Upon completion of the investigation, the investigator will submit, by email, a written report on the complaint to the Respondent and to the Dean or the Dean's designee. The investigator's report will include findings of fact based on the investigation. In the report, the investigator will render an opinion as to whether the Respondent has violated one or more specified provisions of the Student Code of Conduct.

6.5 Response by the Respondent to the Investigator's Report

If the Respondent chooses to respond to the investigator's written report, the Respondent shall submit the written response, by email, to the Dean or the Dean's designee within 7 calendar days of the submission of the investigator's written report to the Respondent. The Dean or the Dean's designee may extend this deadline for good cause.

6.6 Dean's or Dean's Designee's Adjudication and Determination

The Dean or the Dean's designee will determine within 14

calendar days of the receipt of the investigator's written report whether there is clear and convincing evidence that the Respondent has violated the Student Code of Conduct. In making that determination, the Dean or the Dean's designee will consider the investigator's report and the Respondent's written response, if any, to the investigator's report. The Dean or the Dean's designee may extend this deadline for good cause.

- a. If the Dean or the Dean's designee determines that there is not clear and convincing evidence of a Student Code of Conduct violation, the Dean or the Dean's designee will dismiss the complaint and notify the Respondent and the Complainant of the dismissal.
- b. If the Dean or the Dean's designee determines that there is clear and convincing evidence that the Respondent violated the Student Code of Conduct, the Dean or the Dean's designee may either:
 - i. enter into a voluntary resolution of the complaint with the Respondent, which resolution shall be in writing and shall include the provision(s) of the Student Code of Conduct that the Dean or the Dean's designee has determined that the Respondent violated; the facts establishing the violation(s); and the sanction(s) on which the Respondent and the Dean or the Dean's designee have agreed. The Dean or the Dean's designee shall send the Respondent, by email, a copy of the written, voluntary resolution.
 - OR
 - ii. prepare a written determination that includes the provision(s) of the Student Code of Conduct that the Dean or the Dean's designee has determined that the student violated and the facts establishing the violation(s), and that imposes on the Respondent a sanction or sanctions authorized by the Code of Conduct. The Dean or the Dean's designee shall send the Respondent, by email, a copy of the written determination and a notice of the Respondent's right to appeal. The notice shall contain the names of the Chairperson and the student, faculty, and staff members of the Academic and Student Affairs Committee.

6.7 Confidentiality

Although the Administration cannot guarantee absolute confidentiality, attempts will be made to keep the allegations on a need-to-know basis. Only those with a demonstrated "need to know" (e.g., the Dean, the Dean's designee, the investigator, and any witnesses) shall be privy to any allegation filed.

7. Appeals

The Respondent may appeal from any adverse determination made under Section 6.6.b.ii by sending the Dean or the Dean's designee, by email, written notice of appeal within 10 calendar days after the Respondent has been sent notice of the Dean's or the Dean's designee's determination. The Dean or the Dean's designee may extend this deadline for good cause. The Dean or the Dean's designee shall promptly send the Chairperson of the Academic and Student Affairs Committee, by email, a copy of the notice of appeal.

7.1 Stay of Disciplinary Action

The sending of a notice of appeal shall stay disciplinary action unless the Chairperson of the Code Committee or the Chairperson of the Academic and Student Affairs Committee determines that the safety of persons or property would be jeopardized by a stay and so notifies the Respondent and the Dean or the Dean's designee in writing, by email

7.2 Notice of Appeal Hearing

If the Respondent appeals, the Chairperson of the Academic and Student Affairs Committee shall, within 7 calendar days of the sending of the notice of appeal and at least 10 calendar days prior to the date set for the hearing, send the Respondent and the Dean or the Dean's designee, by email, notice of the time and place for the appeal hearing, and notice of the names of the members of the Code Committee who will hear the appeal. The Chairperson of the Academic and Student Affairs Committee may extend this deadline for good cause.

7.3 Scope of Review

The Code Committee shall examine the record for clear and convincing evidence of the violation. In doing so, the committee may, in its discretion, hear any new or additional evidence submitted by students, the Dean and/or the Dean's designee, or any otherperson. In addition, the committee on its own motion may invite persons to submit evidence. If the committee finds that the violation has not been established by clear and convincing evidence the committee shall dismiss the complaint. If the committee believes that a violation has been established by clear and convincing evidence, it will examine the sanction imposed by the Dean or the Dean's designee to determine whether it is appropriate. If the committee finds that the sanction imposed is not appropriate, the committee may assess any less or more severe penalty authorized by the Student Code of Conduct.

7.4 Finality of Committee's Decision

The decision of the Code Committee shall be final and not subject to reconsideration, except on the grounds of newly-

discovered evidence. Request for reconsideration must be sent, by email, to the Chairperson of the Code Committee within 30 calendar days from the date of its decision. The Chairperson of the Code Committee may extend this deadline for good cause. The Chairperson shall determine whether to grant the request. If the request is granted the committee shall hold an additional hearing. It shall give notice of the hearing as prescribed by these rules for the initial hearing. The hearing shall proceed in accordance with the rules governing initial hearings.

7.5 Majority Vote

Unless otherwise specified all actions of the Code Committee shall be by vote of a majority

7.6 Appeal Hearing Procedures

- **Hearing Format.** Hearings may be held in person, or via telephone or video meeting.
- **Composition of Code Committee.** The full, five-member Code Committee shall hear the appeal. The Code Committee shall consist of the Chairperson of the Academic and Student Affairs Committee, who will also serve as Chairperson of the Code Committee; two of the faculty members appointed by the Dean to serve on the Academic and Student Affairs Committee; and two students appointed by the President of the Student Bar Association to serve on the Academic and Student Affairs Committee. If the Chairperson of the Academic and Student Affairs Committee is unable or unwilling to serve as the Chairperson of the Code Committee for an appeal, the Chairperson of the Academic and Student Affairs Committee shall name any willing and able faculty member to serve as Chairperson of the Code Committee. If any other faculty member of the Academic and Student Affairs Committee is unable or unwilling to serve as a member of the Code Committee for an appeal, the Chairperson of the Code Committee shall name any willing and able faculty member as a replacement. If any student member of the Academic and Student Affairs Committee is unable or unwilling to serve as a member of the Code Committee for an appeal, the President of the Student Bar Association shall name any willing and able student as a replacement.
- **Objections.** Once the Chairperson of the Academic and Student Affairs Committee has sent notice to the Respondent and the Dean or the Dean's designee of the names of the members of the Code Committee who will hear an appeal, the Respondent will have 5 calendar days to send the Chairperson of the Code Committee, by email, an objection for good cause to the participation in the hearing of any members of the

Code Committee. The Chairperson of the Code Committee may extend this deadline for good cause. If the Chairperson of the Code Committee sustains an objection to a faculty member, the Chairperson shall appoint a substitute faculty member. If the Chairperson sustains an objection to a student member, the Chairperson shall ask the President of the Student Bar Association to appoint a substitute student member. Once the Chairperson of the Code Committee for a given appeal has sent the Respondent and the Dean or the Dean's designee, by email, notice of the names of the substitute member(s), the Respondent will have 5 calendar days to object for good cause to the participation in the hearing of any substitute member. The Chairperson of the Code Committee may extend this deadline for good cause. The objection and replacement process will continue until the Respondent no longer objects, or until the Chairperson of the Code Committee determines that the Respondent does not have good cause for objection to the participation in the hearing of any member of the Code Committee, whichever occurs first. The Chairperson of the Code Committee is the final authority on what constitutes good cause.

- **Open Hearing.** The hearing shall be closed to the public unless the Respondent requests that it be open. However, at the request of the Chairperson of the Code Committee, the Dean of Students may attend any hearing, and may be present in person while the Code Committee deliberates, in order to aid the Code Committee in assessing the feasibility of appropriate sanctions and/or remedial measures.
 1. **Record.** A verbatim record of the hearing shall be made through transcription or by electronic recording. A transcript or tape recording shall be furnished to the Respondent upon request to the Chairperson of the Code Committee within 5 calendar days after the hearing. The Chairperson of the Code Committee may extend this deadline for good cause.
 2. **Representation.** The Respondent may represent the Respondent at the hearing or may be represented by a person of the Respondent's choice, at Respondent's expense. References hereafter to the Respondent shall include the Respondent's representative.
 3. **Evidence.** Any oral or documentary evidence may be received by the committee, but the findings of the committee must be based on reliable evidence. The Chairperson of the committee may prohibit the introduction of irrelevant or unduly repetitious evidence, or unreliable information.
 4. **Order of Hearing:**

1. **Opening Statements.** The Dean or the Dean's designee and then the Respondent shall state the issues upon appeal and the contentions of each.
2. **Presentation of Evidence.** The Dean or the Dean's designee shall proceed first with the presentation of evidence, followed by the Respondent.
3. **Questioning.** A witness may be questioned by the Dean or the Dean's designee, by the Respondent, or by members of the committee.
4. **Rebuttal.** Following the presentation of evidence by the Respondent, the Dean or the Dean's designee may offer evidence in rebuttal. The Respondent may then offer evidence in surrebuttal.
5. **Closing Statements.** After all the evidence has been presented, closing statements may be made by the Dean or the Dean's designee and then by the Respondent.
6. **Continuance.** If the Dean, the Dean's designee, or the Respondent asserts surprise by any evidence presented, the Chairperson may grant a reasonable continuance in order to enable the surprised party to obtain evidence to meet the surprise.
7. **Reopening.** In the interest of justice, the Chairperson of the committee may permit either the Respondent or the Dean or the Dean's designee to offer rebuttal evidence or to reopen that person's case-in-chief.

7.7 Decision of the Committee

The committee shall make its decision within 10 calendar days of the hearing. The Chairperson of the Code Committee may extend this deadline for good cause. The decision shall be in writing and shall state the determinations of the committee. The Chairperson shall send the Dean or the Dean's designee and the Respondent, by email, a copy of the decision. Any disciplinary penalty approved by the committee shall go into effect upon the sending of the notice to the Respondent.

8. Good Standing Letter

If a student has been charged with a violation of the Student Code of Conduct, but the complaint has been dismissed under Section B.6.1.a, Section B.6.6.a, Section B.6.6.b.i, or Section B.7.3, the Registrar may issue a Good Standing Letter, at the student's request, without including any reference to the complaint.

If the complaint has been voluntarily resolved under Section B.6.6.b.i, or if the Dean has determined that the student is guilty of violating one or more provisions of the Code under Section B.6.6.b.ii, the Good Standing Letter must include a statement that the student has been subject to disciplinary action. However, if the time to file a notice of appeal pursuant to Section B.7, has not yet run, the Registrar will not issue a Good Standing Letter until the time to file a notice of appeal has run and the student has not filed such a notice, or until the student has notified the Dean that they will not appeal, whichever occurs first.

If the student has timely filed a notice of appeal pursuant to Section B.7, the Registrar will not issue a Good Standing Letter until the appeal has been decided. If, on appeal, the Code Committee determines pursuant to Section B.7.3, that the student is guilty of violating one or more provisions of the Code, the Registrar's Good Standing Letter must include a statement that the student has been subject to disciplinary action.

9. Amendments

This Code may be amended only after an open meeting for all students to discuss the proposed amendments.

10. Construction

Nothing herein shall be interpreted in a manner inconsistent with the ABA Standards for Approval of Law Schools or any other relevant accreditation standards, as amended from time to time.

C. Other Policies and Conduct Unbecoming a Law Student

Mitchell Hamline School of Law has promulgated other policies that prescribe expectations for academic, professional, and social conduct. Violations of law school policies that contain a specific procedure for addressing violations will be handled through the prescribed procedure. In particular, students should review the [Non-Discrimination and Non-Harassment Policy](#), the [Bias Incident Policy](#), the [Hate Crimes Policy](#), the [Sex Discrimination and Non-Title IX Sexual Harassment Policy](#), the [Title IX Sexual Harassment Policy](#) (2025), and additional policies found in the [Mitchell Hamline Policies Repository](#).

In addition, while a pattern of behavior or pattern of conduct that raises significant concerns about the student's character or fitness for admission to practice law constitutes a violation the Student Code of Conduct, single instances of conduct unbecoming a law student may be subject to administrative action by the law school without resort to the Student Code of Conduct. Such actions may include but are not limited to:

- **Grade Reduction:** The student's grade in a course may be reduced if the violation occurs during class meeting hours, during examination or other evaluation periods, involves online or in-person communications between students or faculty relating to that course, or occurs in the course of a student's interaction with non-Mitchell Hamline students or faculty when the student is engaged in completing work for that course.
- **Letter of Reprimand:** A letter of reprimand by the Dean or Dean's designee may be placed in the student's file.
- **Bar Notification:** The Dean may notify the bar authorities in the state in which the student applies to be admitted to the bar describing the conduct.
- **Counseling Requirement:** The Dean or Dean's designee may require that a student obtain counseling or evaluation for substance abuse, mental health issues, anger management, or other issues, as a condition to continuing their coursework for the semester.
- **Holds:** A hold may be placed on a student record for failure to comply with certain requirements. A hold may prevent a student registering for an upcoming term, accessing grade information, or obtaining transcripts or other official records.

Title IX Sexual Harassment Policy (2025)

The [Title IX Sexual Harassment Policy \(2025\)](#) can be found on the Mitchell Hamline Policy Repository.

Additional Student Policies

Additional law school and student policies can be found in the [Mitchell Hamline Policy Repository](#) linked from this Catalog and on the [Current Student Webpage](#).

Financial Information

Financial Aid

A. Financial Aid Office

The Financial Aid Office administers institutional and outside scholarships, federal and non-federal student loans, federal work-study, VA Benefits, MN GI Bill program, MN Indian Scholarship program, and Department of Rehabilitation Service benefits. The [Mitchell Hamline Financial Aid website](#) provides information including timely announcements. Students communicate with the office by e-mail, mail, and on a walk-in basis. Appointments are available.

Federal Financial aid eligibility is determined annually by the [Free Application for Federal Student Aid](#) (FAFSA). The Mitchell Hamline FAFSA School code is G02391. FAFSA applications are accepted and processed throughout the year. Federal aid includes the federal work-study program and federal student loans.

Financial aid pays for tuition, fees, books, supplies, and budgeted living expenses. Registration minimums for federal eligibility are 6 credits in the fall or spring or 2 credits in the summer semester.

Academic eligibility for federal financial aid is reviewed after each semester (see the Mitchell Hamline School of Law [Financial Aid Satisfactory Academic Progress Policy](#)). Students who do not meet financial aid satisfactory academic standards, which include a 2.2 cumulative GPA (depending on applicable requirement) and/or 60% satisfactory completion of attempted credits, may not be eligible to receive financial aid. Notification of a financial aid eligibility probation, warning or ineligible status can occur at any point in the financial aid cycle. If disbursement has occurred, funds may be withdrawn, and the student billed directly. Disbursement of financial aid items is through student accounts managed by the Finance Office.

B. Cost-of-Attendance (also known as the student's "budget")

1. Establishing the Cost-of-Attendance

Each year, the Financial Aid Office establishes a modest and adequate cost-of-attendance budget which includes actual tuition and fees charges, and estimates of books, supplies and living expenses. Financial aid budget details can be viewed on the [Financial Aid Office website](#).

The total cost-of-attendance is the maximum amount of financial aid available to the student. The FAFSA federal application process results in an expected family contribution (EFC) number, which is compared to the student's total budgeted cost-of-attendance. The difference between the two numbers is the student's eligibility for "need" based financial aid items. Need based financial aid items will be offered when available. Students will be offered financial aid items equal to the total budgeted cost-of-attendance which is the maximum limit for financial aid. A separate, summer cost-of-attendance is established for summer registration. J-term tuition and study abroad program costs are added to the base cost of attendance.

Financial aid availability for Study Abroad/Off-campus is based on the number of credits approved by MHSL Registrar for the course of study (must have at least 6 credits in the fall or spring or 2 in the summer to qualify for financial aid). The Study Abroad financial aid budget is based on estimated and actual costs which are determined by the host school and communicated directly to the MHSL Financial Aid Office. MHSL scholarships cannot be applied to any off-campus program, and are not portable to other schools. Early termination of your study abroad program may result in financial aid repayment. Contact the Financial Aid Office for additional details and instructions.

2. Adjustments to the Cost-of-Attendance

Adjustments to the estimated cost portion of the cost-of-attendance are made on a case-by-case basis when special circumstances are documented and submitted for consideration by the Financial Aid Office. In general, cost-of-attendance adjustments can be made for reasonable childcare expenses, uninsured and non-elective medical expenses, student insurance premiums, and a one-time computer purchase. Adjustments are specific to the semester in which they occur. Request forms for adjustments are available on the Financial Aid Office's [Forms and Additional Resources web page](#) (Cost of Attendance Budget Adjustments web) and must be submitted with detailed documentation. Adjustments to the cost-of-attendance cannot be made for consumer debt, lifestyle choices, moving expenses or other expenses which are not specific to the academic program.

3. Federal Work-Study (FWS) Program

Federal Work-Study program is need based and requires a completed [FAFSA Free Application for Federal Student Aid](#) (FAFSA) application to determine eligibility as funds are limited. Earning work-study eligibility replaces federal borrowing eligibility. Work-study must be applied for and approved each year. The academic year for this program begins in summer and continues through the fall and spring

semesters. Student must re-apply for work-study for each academic year. On-campus earnings are limited to \$6000, off-campus earnings are limited to \$8,000. Work-study funds are paid in the form of a paycheck issued through Mitchell Hamline School of Law. To apply for work-study jobs, review on-campus and off-campus job listings in the Career Development Symplicity area of the Mitchell Hamline Web site, or visit the Career Development Office, Room 103. Job listings are most plentiful at the start of each semester. Work-study eligibility may be earned throughout the academic year and does not require current enrollment during the summer. Please contact the Financial Aid Office for further information.

4. Scholarships and Awards

The total value of all on or off campus scholarships, grants, stipends and fellowships cannot total more than the student's total tuition charges. In the case of a student earning a stipend, the student holding the position may earn a portion or the entire stipend, depending on the individual student's scholarships. If, for example, a student receives scholarships which equal 100% of a student's tuition charges, they will not be able to earn any of the stipend. If a student is on 85% scholarship, they will be able to earn the stipend up to the total tuition charges for the academic year. This may or may not be the entire stipend. Scholarships do not pay for student fees.

5. Scholarships

The law school awards scholarships to entering students. Students retain these scholarships as long as they remain in good academic standing based on the parameters of the admissions letter. Students who do not maintain good academic standing will forfeit their scholarships effective in the fall term following the spring term after grades/rankings are made available. Other scholarships open for application during the academic year will be announced on the website. Newly available scholarships continue to be announced on the website. The total value of all scholarships cannot exceed a student's tuition costs and are not applicable to student fees. Scholarships are credited to students' accounts after the add/drop deadline for each semester. Withdrawal from the law school before the end of the semester for which a scholarship was awarded will result in the pro rata reduction of the scholarship.

6. Fellowships

Fellowships are included in scholarship totals. The total amount of scholarships, grants, and fellowships received cannot exceed a student's total tuition bill.

7. Outside Scholarships

Throughout the academic year, the law school receives information about scholarships from outside organizations. Scholarship announcements are published on the Financial Aid web page. All scholarship values are counted into financial aid item totals.

8. Student Loans

Mitchell Hamline participates in the federal Department of Education Direct Loan Program. Eligibility for Unsubsidized, and Graduate PLUS federal loan programs requires the annual submission of the [Free Application for Federal Student Aid](#) (FAFSA). The Mitchell Hamline federal school code is G02391. The FAFSA determines the federal loans types a student is eligible to receive. Financial aid must be applied for each academic year which begins in the summer and continues through the fall and spring semesters. No FAFSA application is required for a private non-federal loans borrowed through commercial or state lenders. International students who do not qualify for federal loans may apply for private non-federal loans. The Mitchell Hamline Financial Aid Office will process any loan and assist with any loan application. All borrowing is optional. There is no obligation to borrow any offered loan. Partial loan amounts may be borrowed.

It is the student's responsibility to complete the appropriate loan applications, promissory notes and any other processing requirements. Complete loan program details including borrower rights and responsibilities are available from lenders. The Federal Direct Loan website is located at studentaid.gov. Early application is encouraged to assure that funds are available no later than the due date established by the Finance and Student Accounts Office. Unpaid student accounts may be assessed late fees, and an academic hold may be placed by the Finance Office if funds are not received in a timely matter. See the Student Finances website for due dates payment plan information.

Federal Direct Lending Unsubsidized Loan

- Non-need based
- \$138,500 aggregate maximum
- 7.94% fixed interest rate
- 1.057% loan origination fee
- 6-month principal repayment grace period after, graduation, student leaves school or is less than half time
- No credit check is required
- Unsubsidized loans accrue interest from initial disbursement: \$20,500 annual maximum
- All first-time borrowers must complete a Loan Program Entrance Counseling session

- Borrowers who graduate or leave the law school must complete a Loan Program Exit session before their graduation will be certified or transcript will be released.

Federal Direct Lending Grad PLUS loan

- Non-need based
- No aggregate maximum: limit is the cost-of-attendance minus all other aid received
- 8.94% fixed interest rate
- 4.228% loan origination fee
- 6-month principal repayment grace period after, graduation, student leaves school or is less than half time
- Direct Lending credit approval is required. If the loan is credit denied, it is the student's responsibility to follow up with the lender. The Direct Lending program borrower assistance number is 1.800.557.7394.
- Interest accrues from initial disbursement

Private Educational Loans

Students may wish to apply for [private educational loans](#) which provide funds for J.D. and LL.M students, international students, and for bar study.

Emergency Loan Fund (ESLs)

Emergency Student Loans (ESLs) are short-term no interest loans used for extraordinary financial circumstances that may arise during a student's enrollment at the law school. Extraordinary circumstances are those that create a financial hardship that cannot be alleviated by alternative funding options. The Financial Aid Director reviews all ESL requests. For more information on ESLs, contact the Financial Aid department at finaid@mitchellhamline.edu. Emergency Student Loans have a \$25 processing fee.

9. Other Funding Sources

VA Benefits are processed through the Mitchell Hamline Financial Aid Office. Contact the office for guidance with your benefits. In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Mitchell Hamline School of Law will not impose a penalty on any student using veterans education benefits under Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post 9/11 Education Benefit) because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA).

MN GI Bill is administered through the Financial Aid Office. Eligibility is determined by application through the Minnesota Department of Higher Education.

MN Indian Scholarship program is administered through the Financial Aid Office. Eligibility is determined by application through the Minnesota Department of Higher Education.

10. Enrollment Certification

The Law school verifies a student's enrollment to outside interested parties for a variety of reasons. These include deferment of educational loans, insurance, and certification of enrollment status for third-party funding (e.g. VA benefits, employer reimbursement). For these verifications the Law school uses the following definitions:

Fall and Spring Semesters

- Minimum Full-time enrollment: 12 or more credits
- Minimum Half-time enrollment: 6 credits
- Less than half-time enrollment: 1 – 5 credits

Summer Session:

- Full-time enrollment: 4 – 8 credits
- Half-time enrollment: 2 credits
- Less than half-time enrollment: 1 credit

The above credit levels apply to enrollment verification only and may not be the definition for tuition billing levels. The levels for tuition billing can be found on the [Student Finances website](#). Some federal and private loan deferment eligibility requires halftime enrollment as defined by the above credit criteria.

Federal loan eligibility requires at least half-time enrollment.

11. Deferment of Existing Student Loan Payments

The law school reports student enrollment electronically to the National Student Loan Clearinghouse starting 2 weeks after the start of the summer semester and continuing throughout the academic year. The start date reported is the first date of the semester. The Clearinghouse updates lender(s) with student enrollment level so lender(s) can determine eligibility for deferring loans.

Students with private non-federal loans or who have previously borrowed federal loans and are not currently borrowing federal loans should contact the Financial Aid office for in-school deferment forms.

A student who accepts financial aid, registers for classes, and does not withdraw or begin classes is not eligible to receive financial aid.

C. Study Abroad Programs and Financial Aid

Financial aid availability for Study Abroad/Off-campus programs during summer, fall or spring is based on the

number of credits approved by MHS� Registrar for the course of study. Fall or spring semesters require a minimum of 6 credits, summer requires 2 credits. J-term study abroad financial aid eligibility has no credit minimum but requires 6 credit minimum registration in either the preceding fall or following spring semester. The Study Abroad financial aid budget is based on estimated and actual costs for the program which are determined by the host school and communicated directly to the MHS� Financial Aid Office. MHS� scholarships cannot be applied to any study abroad program charges and are not portable to other schools. Early termination of your study abroad program may result in financial aid repayment. Please contact the Financial Aid Office for additional details and instructions.

D. Return of Financial Aid

A student who withdraws from school or decreases their enrollment status may receive a decrease in the institutional charges as well as a reversal of a portion/all of their financial aid, depending on timing. See Tuition and Title IV Refunds for more information.

E. Financial Aid Satisfactory Academic Progress Policy

Federal financial aid regulations require all students who receive Title IV federal financial aid and/or Minnesota Office of Higher Education (OHE) funds to maintain good academic standing and a satisfactory pace in the progress toward their degree. These regulations apply to all attempted coursework including coursework for which the student did not receive financial aid. A student who does not meet Financial Aid Satisfactory Academic Progress standards (FA SAP) may lose federal and or state financial aid eligibility, but may regain eligibility when the standards are again met, or with an approved appeal.

For the full text of this important policy, see the [Financial Aid Satisfactory Academic Progress Policy](#) on the Financial Aid Office website.

Student Accounts

Mitchell Hamline School of Law accepts payments on student accounts charges via ePayment (eCheck: no fee, credit or debit card: 2.95% fee) through your student account, by check, cash, or wire. Check payments can be made in-person, via our drop box after hours, or by mail to the address below:

Finance Office
Mitchell Hamline School of Law
875 Summit Avenue
St. Paul, MN 55105

Finance Office Hours/Location
Room 276, LEC Building
Monday–Friday | 8 am–4:00 pm

*Appointments available by e-mail request to:
student.account@mitchellhamline.edu

To log into a student account, go to the [Accessing Your Student Account](#) webpage which includes instructions and other information.

Tuition and Fees

A. Tuition Costs

To view your student account, login into the [MyMitchellHamline](#) portal and click on the Finance tab.

Planning ahead

Students should be aware that tuition for J.D. students at Mitchell Hamline has been increasing at an annual rate of 3.5% for several years in a row. While this could change, our current projections assume a similar increase in each of the next several years. Tuition is set annually by the Board of Trustees, and there is no guarantee of how large or small an increase may be in any given year.

Most scholarships are based on a fixed percentage of tuition, therefore, assuming a student remains in good standing, the scholarship will also apply to any tuition increases in subsequent years. For example, a scholarship that covers 20% of tuition in Year 1 will cover 20% of the cost of tuition in Years 2, 3, and 4 (if applicable), regardless of tuition increases.

* Please note, changes occurring throughout the semester, which result in a change of tier (FT to PT, PT to OT, etc.), will be subject to our refund schedules.

Tier changes are calculated by taking the difference in the cost between tiers (FT-PT for example) and multiplies that amount by the corresponding refund scale based on the date of the change.

2025–26 Tuition and Fees

Item	Cost
Semester Tuition Full Time (12–15 Credits)	\$27,650
Semester Tuition Part Time (8–11 Credits)	\$19,965
Printing Fee (purchase on demand)	\$0
SBA Fees/semester	\$50
Technology Fee/semester	\$200
Integrated Bar Readiness Fee/semester (up to 6 semesters total)	\$250

Tuition is the same regardless of how the course content is delivered (e.g., online, blended, or in person).

Seven or fewer credits in a Fall or Spring term and all J-Term and Summer and class credits are charged at the rates shown below. The fees listed above are not assessed during the J-Term and Summer sessions. Scholarships apply for current students.

2025–26 Per Credit Charges

for Summer session, J-Term and students carrying 7 or fewer credits in a Fall or Spring Semester

Credits	Cost
1–7 credits/Fall or Spring	\$2,485
Alumni Audit/credit	\$150
Non Alumni Audit/credit	\$700
Student Audit:	*Please refer to section 1.07.E of the law school catalog
J-Term 2026/credit	\$2,015
Summer 2026/credit	\$1,945

B. Mandatory Fees

The following fees are mandatory and are assessed in both the Fall and Spring semesters:

- Student Bar Association fee
- Technology Fee
- The Integrated Bar Readiness Program Fee. This fee is used to provide students with a bar readiness program that is integrated throughout the curriculum and delivered throughout the student’s law school career at Mitchell Hamline School of Law. This fee is billed a maximum of six semesters during your enrollment in law school.

C. Other Fees

- Official Transcript – [See How To Order A Transcript](#)
- Late Fees (See Section E.1 below)
- Auditing fees for Alumni: contact office of Alumni Affairs
- Auditing fees for Students and non-Alumni holding a J.D.: contact the Office of the Registrar to determine availability of courses and cost.

D. LL.M. Billing, Tuition, and Fees

LL.M. students are charged a flat rate per semester no matter how many courses they take. LL.M. students are not charged

different full- and part-time rates. Full information about LL.M. tuition and fees can be found the [LL.M. Tuition and Living Expenses Webpage](#).

E. Payment, Payment Plans, and Refunds

1. Time of Payment and Finance Charges (Late Fees)

The payment of tuition and any mandatory and/or elected fees becomes the obligation of the student at the time of registration. Mitchell Hamline School of Law bills students at the beginning of each term.

Payment is due following the review and processing of federal loans, scholarships, and other financial aid as published under [Payment Information](#) on the Student Accounts webpage. If the amount due is not paid by the 15th day after the due date, a late fee may be assessed and the student’s account will fall into past due status.

Past due accounts will be subject to the following actions:

- A hold will be placed on the account
- Registration will be denied
- Transcript requests may not be processed
- Grades will be withheld
- Students will be Administratively Withdrawn from classes
- Certification of Graduation sent to the State Board of Law Examiners will be withheld
- Past Due accounts assigned to a collection agency will be assessed interest and any other additional collections costs.

If any part of a payment due is not paid on or before the fifteenth day following its due date, a late fee charge of .67% (annual percentage rate of 8%) of the overdue amount may be assessed by the school. In addition to cash or checks, tuition payments can be made via ACH (eCheck) or debit/credit card through online payments via [Transact](#). (Please note, a 2.95% fee applies to all credit and debit card transactions. No fees for ACH payments).

2. Full Payment Plan

This plan requires that all tuition and any fees are paid following the review and processing of federal loans, scholarships, and other financial aid as published online under [Payment Information](#).

Fall 2025 Tuition is due for all students by August 29, 2025. If you have an approved payment plan the first payment for Fall is due August 20, 2025.

J-term and Spring Tuition 2026 for all students due by January 31, 2026.

If you have an approved payment plan, the first payment for both J-Term and Spring is due January 20, 2026.

Summer Tuition is due on or before the class start date.

3. Installment Payment Plan

The Installment Payment allows students to spread the cost of tuition over four installments. Financial Aid received by the law school will be credited in full to the student's account

The Installment Payment Plan is offered during fall, spring, and summer semesters.

Please visit the Student Accounts website under [Payment Information](#) for due dates for installment payments.

A student's account must be paid in full before the student can register for upcoming semester classes. Students on payment plans must be current on their payments to register for an upcoming term. If you would like to request a payment plan date change, please e-mail student.account@mitchellhamline.edu with your first and last name as well as your student I.D. number.

4. Employer/Outside Agency Tuition Reimbursement

Students expecting to receive employer tuition reimbursement, or any other outside tuition reimbursement, should consult with the Finance Office at the beginning of the semester when the reimbursement is to occur. Documentation from the employer, or outside agency, is required at this time. Once documentation is on file in the Finance Office, tuition payments may be deferred accordingly.

5. Student Refund Checks

First refund checks in each semester will generally be available at the end of the semester add/drop deadline and every Friday afterwards.

Credit balances from fully paid student accounts will be distributed either electronically via [Transact eRefunds](#) (enrollment required), or via check in accordance with any applicable Federal Regulations. The Finance team will disburse an FSA credit balance to a student within 14 days of the date it was created, or within 14 days of the first day of class.

Student excess funds checks are mailed to the address on file unless a prior arrangement is made. The checks are mailed no later than Friday of the week the loans are disbursed.

Students may return all or a portion of their refund check by contacting the Student Account office or send any excess funds directly to their loan holder.

6. Withdrawal from a Course – Add/Drop-Affecting Tuition

[Tuition Refund Schedules](#) are posted in advance of each upcoming academic term for full withdrawals, dismissals or students taking a leave of absence. Students who decrease tiers during a semester (Full-Time to Part-Time, Part-Time to Other, etc.) will be subject to the refund scale percentage on the date of the change. To calculate this, the Finance team will take the difference between the tiers and match that difference to the refund scale, this will be the pro-rated amount shown on top of the new tier charge.

Add/drop activities, once an academic term has begun, that result in a net increase in tuition will be billed accordingly.

Credit balances from fully paid student accounts will be distributed by eRefund (enrollment required) or by check in accordance with any applicable Federal Regulations. For additional questions regarding add/drop of classes, please see Academic Rule 1.07. Registration; Add/Drop; Withdraw; Extensions in this Catalog.

7. Withdrawal from Law School – Tuition Refunds

Students who fully withdraw from an academic term, once the term has started, will have a tuition liability calculation completed by the Finance Office. The calculation will be based on the day of the official withdrawal and subject to the percentages listed on the MHSL website under [Tuition and Title IV Refunds](#) for the specific academic term.

After the 60% point in a term, no refunds for tuition are given. Students who receive federal financial aid will have a calculation done for Return of Title IV Funds (R2T4). Mitchell Hamline School of Law will process withdrawal calculations within 10 days after the withdrawal form is received in the Finance Office. If, at the time of withdrawal, a student's tuition payments exceed the amount of tuition liability, the Finance Office uses the overpaid amount to reduce any federal and then non-federal student aid awarded before returning any funds to the student. Any remaining balance on a student account after these calculations are performed is **due immediately**.

8. Return of Federal Aid (Title IV) Funds

The percentage of federal (Title IV) aid returned is determined from a calculation using the effective withdrawal or leave date on record and number of days in

the period of enrollment. The tuition refund is distributed to federal programs as mandated by federal regulation in the order listed below:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Graduate Plus Direct Loan
4. Other Federal Sources
5. Institutional Aid
6. Private Aid (private loans, outside scholarships, etc.)
7. MN SELF Loans (or other state aid)
8. Student Payments

9. Non-Title IV Program Refund

The percentage of state aid returned is determined from a calculation using the effective withdrawal or leave date along with other considerations such as percentage of award funded by state funds, payment on accounts, and amount refunded to federal programs

1. Institutional Aid – reduced by the same percent as the student’s tuition is reduced.
2. Minnesota State Aid including SELF loan, Minnesota GI, and MN Indian Scholarship Program.

10. Policy on Tuition for Students Returning from Active Duty in the Military

Tuition for students who enter active duty in the military will be charged as follows:

- In times of war: Tuition will be charged at the level that would have been charged during the period the student was serving in the military if the student is called into or voluntarily enters active duty.
- In non-war times: This section applies in non-war times when the student is called into service involuntarily. The section does not apply when a student voluntarily enters active duty during non-war times.

There is a three year look back limit. For example, if a student returns after a five-year absence, the tuition would be at the level from three years prior to the date of return. This section applies to entering students who have made an admission deposit with the law school as well as to all currently enrolled students.

Tuition and Title IV Refunds

Tuition Refund Policy including Return to Title IV (Federal) Aid

The Finance office will disburse FSA credit balances to students within 14 days of the date it was created or within 14 days of the first day of class. Students with credit balances

have two options to receive funds. The preferred method is an eRefund through Transact. The second option is to receive the refund by a paper check. To set up the electronic depositing of your check through Transact start by accessing your [student account](#). For more information see [Electronic Payments and Refunds](#). Paper checks will automatically be mailed to the student’s current address on file. Subsequent paper checks and eRefunds are disbursed every Friday.

Refund schedules

For Mitchell Hamline tuition purposes, liability starts on the first day of school, but we don't charge liability until after the add/drop period.

Financial aid eligibility begins the first day of class. Withdrawals after the first day of class will result in a return to title IV calculation and the returning of unearned loan eligibility. For Mitchell Hamline tuition purposes, liability starts on the first day of the term, but we don't charge liability until after the add/drop period.

Financial aid eligibility begins the first day of class. Withdrawals after the first day of class will result in a return to title IV calculation and the returning of unearned loan eligibility.

Fall 2025
Day and Evening Students

Date	Liability	Refund
8/17/2025	0%	Add/Drop
8/18/2025	0%	Add/Drop
8/19/2025	0%	Add/Drop
8/20/2025	0%	Add/Drop
8/21/2025	0%	Add/Drop
8/22/2025	0%	Add/Drop
8/23/2025	6.20%	93.80%
8/24/2025	7.10%	92.9%
8/25/2025	8.00%	92.0%
8/26/2025	8.80%	91.2%
8/27/2025	9.70%	90.3%
8/28/2025	10.60%	89.4%
8/29/2025	11.50%	88.5%
8/30/2025	12.40%	87.6%
8/31/2025	13.30%	86.7%
9/1/2025	14.20%	85.8%
9/2/2025	15.00%	85.0%
9/3/2025	15.90%	84.1%

Date	Liability	Refund
9/4/2025	16.80%	83.2%
9/5/2025	17.70%	82.3%
9/6/2025	18.60%	81.4%
9/7/2025	19.50%	80.5%
9/8/2025	20.40%	79.6%
9/9/2025	21.20%	78.8%
9/10/2025	22.10%	77.9%
9/11/2025	23.00%	77.0%
9/12/2025	23.90%	76.1%
9/13/2025	24.80%	75.2%
9/14/2025	25.70%	74.3%
9/15/2025	26.50%	73.5%
9/16/2025	27.40%	72.6%
9/17/2025	28.30%	71.7%
9/18/2025	29.20%	70.8%
9/19/2025	30.10%	69.9%
9/20/2025	31.00%	69.0%
9/21/2025	31.90%	68.1%
9/22/2025	32.70%	67.3%
9/23/2025	33.60%	66.4%
9/24/2025	34.50%	65.5%
9/25/2025	35.40%	64.6%
9/26/2025	36.30%	63.7%
9/27/2025	37.20%	62.8%
9/28/2025	38.10%	61.9%
9/29/2025	38.90%	61.1%
9/30/2025	39.80%	60.2%
10/1/2025	40.70%	59.3%
10/2/2025	41.60%	58.4%
10/3/2025	42.50%	57.5%
10/4/2025	43.40%	56.6%
10/5/2025	44.20%	55.8%
10/6/2025	45.10%	54.9%
10/7/2025	46.00%	54.0%
10/8/2025	46.90%	53.1%
10/9/2025	47.80%	52.2%
10/10/2025	48.70%	51.3%
10/11/2025	49.60%	50.4%
10/12/2025	50.40%	49.6%
10/13/2025	51.30%	48.7%
10/14/2025	52.20%	47.8%
10/15/2025	53.10%	46.9%

Date	Liability	Refund
10/16/2025	54.00%	46.0%
10/17/2025	54.90%	45.1%
10/18/2025	55.80%	44.2%
10/19/2025	56.60%	43.4%
10/20/2025	57.50%	42.5%
10/21/2025	58.40%	41.6%
10/22/2025	59.30%	40.7%
10/23/2025	60.20%	39.8%
10/24/2025	61.10%	0.0%

Blended Students

Date	Liability	Refund
8/17/2025	0%	Add/Drop
8/18/2025	0%	Add/Drop
8/19/2025	0%	Add/Drop
8/20/2025	0%	Add/Drop
8/21/2025	0%	Add/Drop
8/22/2025	0%	Add/Drop
8/23/2025	6.20%	93.80%
8/24/2025	7.10%	92.9%
8/25/2025	8.00%	92.0%
8/26/2025	8.80%	91.2%
8/27/2025	9.70%	90.3%
8/28/2025	10.60%	89.4%
8/29/2025	11.50%	88.5%
8/30/2025	12.40%	87.6%
8/31/2025	13.30%	86.7%
9/1/2025	14.20%	85.8%
9/2/2025	15.00%	85.0%
9/3/2025	15.90%	84.1%
9/4/2025	16.80%	83.2%
9/5/2025	17.70%	82.3%
9/6/2025	18.60%	81.4%
9/7/2025	19.50%	80.5%
9/8/2025	20.40%	79.6%
9/9/2025	21.20%	78.8%
9/10/2025	22.10%	77.9%
9/11/2025	23.00%	77.0%
9/12/2025	23.90%	76.1%
9/13/2025	24.80%	75.2%
9/14/2025	25.70%	74.3%

Date	Liability	Refund
9/15/2025	26.50%	73.5%
9/16/2025	27.40%	72.6%
9/17/2025	28.30%	71.7%
9/18/2025	29.20%	70.8%
9/19/2025	30.10%	69.9%
9/20/2025	31.00%	69.0%
9/21/2025	31.90%	68.1%
9/22/2025	32.70%	67.3%
9/23/2025	33.60%	66.4%
9/24/2025	34.50%	65.5%
9/25/2025	35.40%	64.6%
9/26/2025	36.30%	63.7%
9/27/2025	37.20%	62.8%
9/28/2025	38.10%	61.9%
9/29/2025	38.90%	61.1%
9/30/2025	39.80%	60.2%
10/1/2025	40.70%	59.3%
10/2/2025	41.60%	58.4%
10/3/2025	42.50%	57.5%
10/4/2025	43.40%	56.6%
10/5/2025	44.20%	55.8%
10/6/2025	45.10%	54.9%
10/7/2025	46.00%	54.0%
10/8/2025	46.90%	53.1%
10/9/2025	47.80%	52.2%
10/10/2025	48.70%	51.3%
10/11/2025	49.60%	50.4%
10/12/2025	50.40%	49.6%
10/13/2025	51.30%	48.7%
10/14/2025	52.20%	47.8%
10/15/2025	53.10%	46.9%
10/16/2025	54.00%	46.0%
10/17/2025	54.90%	45.1%
10/18/2025	55.80%	44.2%
10/19/2025	56.60%	43.4%
10/20/2025	57.50%	42.5%
10/21/2025	58.40%	41.6%
10/22/2025	59.30%	40.7%
10/23/2025	60.20%	39.8%
10/24/2025	61.10%	0.0%

J-Term 2026

- If you are registered for J-term courses, you may still drop them online through December 18.
- After December 18, you may still drop until the start of the course online or by completing a Request to Add/Withdraw Classes form and submitting it to the Office of the Registrar. **Students who drop after December 18-January 4 will incur a \$150 per credit penalty.**
- If you drop a course(s) to switch it out for a course you prefer, you'll still owe the drop fee for the dropped course.
- If you are waitlisted for a course, you're not registered for it. Dropping a waitlisted course will not trigger the drop fee.
- Students may add a course until December 18, online or by completing the Request to Add/Withdraw classes form and submitting it to the Office of the Registrar.
- Please note that the Add/Withdraw request will not override holds, time conflicts, or credit maximums. Requests received to add a course after December 18 will not be processed. Be sure you can take the course before submitting the form. Students may **not** drop or add after the stated deadlines.
- Students who withdraw after the start of the course will owe full tuition.
- We realize things change. If an emergency prevents you from taking a class, reach out to Dean of Students, Lynn LeMoine. Be prepared to provide documentation. Due to ABA standards and federal credit hour regulations: during J-term, students may register for no more than 3 credits.

For more information go to: [Office of the Registrar](#)

Summer Term 2026

The last day to add or drop summer courses online is May 15, 2025. After May 15, students may still drop until one day before the start of the course by completing an Add/Drop form and submitting it to the Office of the Registrar. Students who drop after May 15 and before one before the start of class will incur a \$150 per credit penalty. Students may add until the start of the course using an Add/Drop form. Please note that the Add/Drop request will not override holds, time conflicts, or credit maximums. Be sure you are able to take the course before submitting the form. Students may not drop after the start of the course. Students who withdraw after the start of the course will owe full tuition. To add or drop a course go to: Registration.

For more information go to: [Office of the Registrar](#)

Non-Payment

Mitchell Hamline School of Law does not suspend or withdraw a student from class attendance or resources during a period of instruction due to an unpaid student account balance unless the student is eligible for a full tuition and fee refund.

Withdrawal

Official Withdrawal. An official withdrawal from the law school is processed by the Dean of Students. It is the student's responsibility to ensure that their withdrawal request has been approved and processed. The last date for which tuition is charged is the last date of attendance in an academically related activity. The Dean of Students communicates the official withdrawal date to the Finance Office. The official date may result in a tuition refund, no refund/nothing owed, or a remaining tuition liability amount to be paid to the school. Scholarship credits will be recalculated accordingly and if federal student loans were used to pay any portion of the semester's tuition and fee charge, a Return to Title IV calculation will be performed. Student fees are mandatory and are not refunded to the student.

Unofficial (Administrative) Withdrawal. A student who stops attending all classes due to illness, accident, grievous personal loss or other circumstances beyond the student's control will be reviewed by the Dean of Students to determine the appropriate withdrawal date. Students who stop attending all classes without notice to the Dean of Students or a mitigating event are considered to have withdrawn unofficially and will have tuition liability calculated based on the date approved by the Dean of Students, which is either the last date of attendance, the last date the student logged in, or the 50% mark of the semester, whichever is known.

A student may be administratively withdrawn from the law school if they fail to complete at least one credit of coursework for two semesters (fall or spring) consecutively.

Students who withdraw or are withdrawn from the law school prior to earning any academic credit must petition the Admissions Committee for readmission if they wish to return. Students who withdraw or are withdrawn from the law school after earning academic credit(s) must petition the Dean of Students for reinstatement if they wish to return.

Title IV Financial Aid Refund Calculation

Federal aid is considered to be "earned" throughout the semester. The refund percentage as of the date of withdrawal determines the earned and unearned portions of federal Title IV loans. After the 60% point in the semester, all

certified federal loan are considered "earned". The above tables calculate tuition liability and refund percentages based on the number of days in the semester, less any scheduled break of 5 or more days.

Students earn federal loans up to the date of withdrawal. To determine the calculated loan amounts that must be returned, the semester refund percentage is multiplied by the total federal loan funds that were originated for the semester, this calculation determines the amount of earned aid, and all unearned aid must be returned. Both the school and the student are responsible for returning funds. The school returns funds for which it is responsible while the student repays funds to loan holders based on the terms of the borrower's promissory note. If an R2T4 calculation results in a credit balance on the student's account, it will be disbursed to the student no later than 14 days after the calculation of the R2T4.

Originated but undisbursed loan amounts will be offered based on the completed portion of the semester. Funds that have been earned but have not yet been disbursed will be offered to a student within 30 days of the date the institution determines the student withdrew and the institution will allow the student 14 days to accept or decline the funds for a post withdrawal disbursement. Post withdrawal disbursements will be applied first to a student's account. Any credit balance resulting from this disbursement will be handled in accordance with requirements for Title IV credit balances referenced in the above paragraph. Any unearned loan amount you've received must be returned to the Federal Government.

Tuition refunds from accounts paid with federal or state aid will be returned to programs in the order listed below. Fund returns will be completed within 45 days after the date the official withdrawal date was determined.

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Graduate Plus Direct Loans
4. Other Federal Sources
5. Institutional Aid
6. Private Aid (private loans, outside scholarships, etc.)
7. MN SELF Loans (or other state aid)
8. Student Payments

Contact the Finance Office for information about your Student Account:

p: 651-290-6312, e: student.account@mitchellhamline.edu
Room 274 in the LEC Building: Hours Monday-Friday
8am-4:00pm

Contact the Financial Aid Office for information about federal aid

p: 651-290-6403, e: finaid@mitchellhamline.edu

Room 120: Hours Monday-Friday 8am-5pm

Student Affairs

Academic Excellence

The Office of Academic Excellence aims to:

- Partner with students to strategically plan for their successful completion of law school and passage of the bar exam;
- Provide students with varied opportunities to learn, enhance, and refine the skills necessary for success in law school and on the bar exam; and
- Promote a culture of academic excellence that encourages accountability, productivity, creativity, and flexibility when it comes to learning.

The following services are available to J.D. students:

Tutoring

Experienced educators and attorneys work with students in one-on-one and group setting to provide instruction on a variety of academic and bar prep skills. Tutors work with students both in-person and virtually and tailor their teaching approach to each student's individual needs. Tutors are available and ready to assist students during the day, in the evening, and on the weekends.

To request tutoring please complete the [Tutor Request Form](#) found on the [Academic Excellence website](#).

There is no charge for tutoring services.

Workshops

During the summer, the Office of Academic Excellence provides bar preparation workshops for graduates as a supplement to their commercial bar preparation course.

Resource Library

The Office of Academic Excellence maintains a virtual resource library that includes a variety of videos and handouts on outlining, exam taking, legal analysis, IRAC, and other critical skills. Students can access the resource library through the [web page of the Office of Academic Excellence](#). The Warren E. Library also maintains a resource library of study aids and guides.

Legal Methods

Legal Methods is a one-credit course that all students take during their first semester of law school to help them quickly develop the skills they need to succeed in law school and lay a foundation for ultimate bar passage. The course covers critical reading, case briefing, outlining, legal analysis, IRAC, exams, health and wellness, and professionalism.

Bar Prep Strategies: MPT

Bar Prep Strategies: MPT is designed to teach, reinforce, and enhance the skills that are necessary for successful completion of law school and bar passage. Through completion of past MPT problems, class exercises, individual feedback, and self-reflection students will work to master the skills of critical reading, legal analysis, and IRAC. While this course does not replace the need to take a commercial bar prep course, it will provide early preparation to help students learn key bar exam skills and test taking strategies for the Multistate Performance Test (MPT). While this course is required for some students, it is open to all students. This course is only offered in the fall semester.

Bar Prep Strategies: MBE and MEE

Bar Prep Strategies: MBE and MEE is available to students during their last spring semester of law school. It centers on two parts of the UBE, the Multistate Essay Examination (MEE) and the Multistate Bar Examination (MBE). While this course does not replace the need to take a commercial bar prep course, it does provide early preparation to help students learn key legal principles tested on the bar exam and bar exam-taking techniques and strategies. Through this course, students will work to master their skills through lecture, modeling, completion of past bar exam questions, written feedback, and self-reflection. Students will also strategically plan their approach to their bar exam preparation post-graduation to ensure passage. While this course is required for some students, it is open to all students.

For more information, see the [Academic Excellence website](#).

Academic Affairs

The **Academic Affairs Department** oversees key initiatives that support academic direction and degree planning for both Blended and Brick-and-Mortar students. Central to its mission is the management of academic advising services, including coordination of the advising team, administration of school-wide advising software, and maintenance of the degree dashboard.

Academic Affairs collaborates closely with the **Vice Dean for Academics** on curriculum planning, including the

development of the academic calendar, establishment of course frequency plans, and oversight of the final examination process. The department also serves as a liaison to several academic committees and partners with

Admissions to support recruitment efforts and communication with prospective students across both program formats.

In addition, Academic Affairs plays a vital role in onboarding new students, working in partnership with **Academic Excellence, Admissions, Career and Professional Development**, and the **Office of the Dean of Students** to ensure a smooth transition into law school.

Admissions

The Admissions Office at Mitchell Hamline School of Law works with prospective students to help them determine if law school—and specifically Mitchell Hamline—is the best place for them to pursue their professional goals. Admissions staff travel around the state, region, country, and world to visit with prospective students. They counsel students on the application process and help them prepare for law school. Interested students are provided opportunities to get to know Mitchell Hamline through events, individual and group visits, and by connecting students with people throughout the law school community.

The goal of Admissions is to build an incoming class with a diversity of interests, ideas, beliefs, and backgrounds so that classrooms are places where students can learn the law through a lens that represents the school's diverse communities. To this end, the Admissions Office works to ensure that every student who applies to the J.D. or LL.M. program gets a full and fair review of their application and that its admissions practices meet the high standards set by the American Bar Association.

Additional information about the Admissions Office may be found on the [Prospective J.D. Students](#) webpage.

Admissions Policy

Mitchell Hamline seeks to educate talented, motivated students who will effectively and ethically serve their clients and employers, their local and wider communities, their profession, and their law school. To achieve that goal, the law school and its Admissions Committee hold themselves to high standards of judgment, experience, and fairness.

In making admissions decisions, Mitchell Hamline strives to ensure that:

- all students offered admission are qualified to meet the challenges of law school and of the profession of law;
- each applicant gets full, careful, personalized consideration;
- all relevant information, quantifiable and nonquantifiable, is considered, including undergraduate and graduate school transcripts, Law School Admission Test (LSAT) score(s), career experience and focus, motivation, activities outside of work or school, interpersonal skills, and intellectual and personal breadth and depth.

Information submitted to us as a part of an application becomes the property of the law school.

Mitchell Hamline School of Law reserves the right to reject any applicant for admission, regardless of fulfillment of requirements stated in the application or elsewhere. The law school's nondiscrimination policy is observed in all cases.

Application Review Process

The Admissions Committee evaluates applications after it has received all the following items:

- Completed application through the Law School Admission Council (LSAC)
- LSAT
- Credential Assembly Service report through LSAC
- Letters of recommendation
- Resume
- Personal statement
- Supplemental statement(s)
- Additional statements or addendums (as needed)

Transfer, visiting, and international (foreign-educated) applicants should note their respective additional application instructions.

Admission decisions are made on a rolling basis. Applicants are notified via e-mail and mail of admission decisions. Applications are available from October 1 – July 15.

First-year applicants must indicate whether they are applying to attend Mitchell Hamline for full-time, part-time evening, part-time day, or part-time blended.

Persons with Disabilities or Special Needs

We review and process all applications in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Mitchell Hamline also has taken steps to ensure that campus facilities are accessible to persons with disabilities.

For all students with disabilities, the Admissions Committee welcomes supplemental material, including letters of recommendation and brief samples of written work, which will increase the committee's understanding of the applicant's academic and professional potential.

Complete information about the application process is available on the [Prospective J.D. Students](#) webpage.

Career and Professional Development

A law degree opens doors to a wide variety of career paths in private practice, business, government, and non-profit. The [Office of Career and Professional Development](#) helps students and graduates navigate their own career exploration, professional development, experiential learning opportunities, and individualized long-term employment searches to find the right path for them. Services include:

- One-on-one personal career planning.
- Facilitating mentorships and other professional connections between students and alumni, emeritus faculty, and other legal professionals in their respective geographic or industry communities.
- Programming, one-on-one counseling, and online resources to help students explore career options, including opportunities to meet a wide variety of employers, alumni, and other practicing attorneys.
- Programming, resources, and individualized coaching on interviewing, networking skills, and resume development.
- Guidance and support in managing the job search process designed to help students obtain practical experience throughout their law school careers and find meaningful and fulfilling careers after graduation, including assistance with identifying paid and for-credit work experiences and volunteer opportunities.
- Outreach to employers to introduce Mitchell Hamline's distinctive curriculum and student community.
- Partnerships with local and national employers to connect Mitchell Hamline students with the legal and professional market, including on-campus interviewing.
- Online job postings updated daily from a wide variety of employers across geographic markets for a range of available positions, including part-time and full-time jobs, externships, judicial clerkships, work-study opportunities, and fellowships.

For each of these services, the Office of Career and Professional Development aims to support the unique needs of full and part-time, blended learning, and in-residence students throughout each year of law school.

The Office of Career and Professional Development also supports Mitchell Hamline alumni throughout the nation who are seeking assistance with career transitions or professional development and facilitates connections between Mitchell Hamline alumni for career exploration, mentoring, and professional relationship building.

For more information, see the [Office of Career and Professional Development website](#).

Counseling Services

The demands of law school can place stress on individuals, relationships, work and academic performance. Mitchell Hamline School of Law provides counseling services, assessments, and referrals for students when appropriate. Discussions are confidential; the counselor will not report your use of the services to the law school unless specifically permitted by the student in writing. (State/Federal confidentiality-exemptions apply. For clarification, please ask your counselor.) Areas of conversation can be reflective of personal concerns as well as those of an academic nature. Students use Counseling Services for normal life concerns as well as feeling of crisis. The counselors are experienced and licensed professionals, not otherwise connected with the law school.

Cost

Initial consultations are always free. Mitchell Hamline is currently waiving any copay for counseling services until further notice. During this time, counseling expenses will be covered by Mitchell Hamline School of Law.

Counseling Services is designed to provide short-term counseling. If longer-term services are required, your MHSL counselor will refer you to providers in the community for ongoing care.

Hours of Operation

Counseling is available a variety of days and times. If you would like to speak to a counselor, you may schedule by clicking the [Make an appointment button](#). If the counseling times offered are not workable for you, please email counseling@mitchellhamline.edu for possible alternatives.

For students outside of Minnesota: different states may have different laws regarding tele-counseling across state boundaries. When you speak to your counselor, please inform them where you are located so such laws can be confirmed. If your state does not permit out-of-state tele-counseling, your counselor can discuss options for referrals.

Emergency Services

Counseling Services does not provide emergency services. If you have a mental health emergency or need immediate assistance for a peer, call Lawyers Concerned for Lawyers (LCL) 24-hour hotline at 651-646-5590. You may also go to your local Emergency Room. In Ramsey County you may call 651-266-7900. In Hennepin County you may call 612-596-1223. The National Suicide and Crisis Lifeline can be reached by dialing 988.

Email contact is not to be used for emergency services.

Short-term Counseling:

- Stress-related problems
- Academic-related problems
- Life transition issues
- Relationship or family problems
- Anxiety
- Depression
- Assessments
- Referrals

Educational services and offerings:

- Stress-management
- Test-anxiety assistance
- Performance anxiety assistance

Dean of Students

The Dean of Students is the chief student advocate and is responsible for the overall success and wellbeing of our students. To accomplish this, the Dean collaborates with other departments including Academic Affairs, Academic Excellence, Admissions, Career and Professional Development, Counseling Services, Disability Services, Diversity, Equity, and Inclusion, Financial Aid, Office of the Registrar, and Student Accounts. The Dean also collaborates with faculty before and after issues arise concerning students' academic and emotional well-being. As an Assistant Title IX Coordinator, the Dean of Students guides students who may have concerns about conduct that falls under the school's Sex Discrimination and Non-Title IX Sexual Harassment Policy and the Title IX Sexual Harassment Policy.

The Office of the Dean of Students is responsible for:

- Assistance with Bar Applications and Admission
- Character and Fitness
- Code of Conduct
- Commencement
- Counseling Services
- Dean Certifications
- Disability Services

- Final Exam Variances
- Law School Application Amendments and Updates
- Law School Catalog
- Leaves of Absence or Withdrawals
- Liaison for Student Bar Association and Student Organizations
- Student Practice Certifications outside of Minnesota
- Student Wellbeing

For additional information, contact Lynn LeMoine lynn.lemoine@mitchellhamline.edu by email, telephone (651-290-7668), or in person in Room 119.

Disability Services

Mitchell Hamline School of Law (MHSL) is committed to ensuring equal access to educational opportunities, programs and services for all qualified students in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, and does not discriminate on the basis of disability in the administration of its education-related programs and activities

Students who require accommodation(s) due to a documented disability should contact Disability Services or visit the [Disability Services webpage](#). Students requesting accommodations must do so through the Accommodation Request Process and provide appropriate documentation of: (1) a disability, which is a physical or mental impairment that substantially limits one or more major life activities; and (2) a need for accommodation, by virtue of the specific functional limitations of the disability, to have equal access to educational opportunities. If a student does not have access to documentation, the Disability Services team still encourages students to submit an Accommodation Request and explore options together. The law school intends that these procedures will facilitate an interactive process of dialogue and timely exchange of information between the student and the law school.

Disability Services is located within the Dean of Students office, room 119. For more information, please visit the [Disability Services Webpage](#) or contact DisabilityServices@mitchellhamline.edu.

Culture and Inclusion

The Office of Culture and Inclusion (OCI) is dedicated to creating and providing an equity informed, inclusive, respectful, and welcoming culture at Mitchell Hamline School of Law. The Office serves as a resource for addressing student needs, issues, and concerns as they relate to

diversity, equity, and inclusion. The Office supports the student's perspective, life experience, and serves in an advisory capacity to the administration, faculty, and staff.

The Office of Culture and Inclusion supports student success by:

- Using an equity lens to identify and advocate for the removal of barriers to student success.
- Championing and advocating for the recruitment and retention of Asian American, Latinx, African American, American Indian, Multiracial, LGBTQ+, international students, first generation, and students from all historically underrepresented groups.
- Promoting increased diversity in the legal profession by providing education and training opportunities that include developing cultural literacy and diversity programing.
- Empowering students by providing leadership opportunities connected to diversity, equity, and inclusion in the legal community.
- Encouraging and supporting student driven diversity, equity, and inclusion initiatives and programs.

The Office of Culture and Inclusion is committed to cultivating invigorating conversations, expanding perspectives, inspiring innovation, encouraging civic engagement, social justice initiatives, building community and connecting people.

For more information, see the [Office of Culture and Inclusion website](#).

Facilities and Amenities

ID and Building Access Cards

All students must have a valid MHSL ID to enter the building. New students must obtain a photo identification card during the first week of classes. Students need an MHSL ID to register and to borrow library materials. Replacement ID cards can be obtained at the Library circulation desk. There is a \$10 replacement charge for a lost identification card.

Lockers

Lockers are available on a first-come, first-served basis. No fee is required. Students must provide their own lock. Lockers are in the basement near the bookstore.

Student Locker Guidelines

1. All lockers are the property of the school. Lockers are made available for students' convenience as space is available. Students may not use more than one locker.

2. The law school reserves the right to open a locker with or without consent in instances where this policy is being violated or in an emergency.
3. The law school is not responsible for lost or stolen property.
4. The law school reserves the right to determine what may be kept in a locker. No flammable materials, chemicals, explosives, or weapons of any kind are permitted in lockers.
5. No perishable items should be stored in lockers.
6. Nothing may be affixed on the inside or outside of a student locker.
7. Lockers are available for temporary student use during the academic year.
8. Lockers are available for individual student use on a first come first served basis. Any student wishing to use a locker may do so by placing a lock on the locker of their choice.
9. Student lockers must be cleaned out each fall and spring semester within 3 days after the last day of the finals period. After this time, any remaining locks and personal items will be removed and discarded.

Student Organization Lockers

1. Lockers are available for student organization use during the academic year. Student organization lockers are in the basement near the bookstore. Each organization must affix a sign to their locker identifying their organization. Unidentified or abandoned lockers will be emptied, and contents discarded after notice to the organization leaders, if known.
2. One locker is available per student organization. Additional lockers may be used if space and availability permit.
3. Student organizations wishing to store materials too large for lockers should contact Student.Services@mitchellhamline.edu for assistance.

Lost and Found

The campus Security staff is responsible for securing lost items. To turn in or claim an item, contact Security at the Information/Security desk or extension x6330. Lost items may be claimed from the person staffing the front Information/Security desk by providing a complete description of the item and providing identification, when applicable. Any items not claimed within one month may be discarded or donated to charity.

Room Reservations

The principal purpose of room use at Mitchell Hamline School of Law is support of academic programs. The law school has rooms available on a first-come, first-served basis

during times not scheduled by the Registrar for academic programs. Students may reserve rooms by using the online form for events and larger meetings. Room requests will be processed within 48 hours of receipt, Monday through Friday.

To reserve a library room for studying or small group projects please use the [online study room reservation form](#). Study room reservations are limited to a maximum of two 3 hour blocks of time per day. The two daily study room reservations cannot cover consecutive hours. Three hours must separate the end of the first booking and the beginning of the second booking.

For room reservations regarding special event rooms such as The Kelley Board Room, Auditorium, Conservatory, or Chief Justice Chambers, please contact student.services@mitchellhamline.edu for more information.

Bookstore

The Mitchell Hamline Bookstore sells textbooks, study aids, school supplies, candy and snacks, health and beauty aids, as well as imprinted clothing and gifts for adults and children. The bookstore conducts book buyback year-round. It is located on the lower level, Room LL45.

Hours for the bookstore and other store information can be found on the [Mitchell Hamline Bookstore website](#). Telephone Number: 651-290-6334.

Front Desk

The Front Desk is located at the Summit Avenue entrance.

Finance Office

The Finance Department is located in room 276 in the LEC Building (the west wing of the building, accessed via hallway past the library). For students, the Finance Department provides the following services:

Student Accounts

- Invoicing for tuition and fees
- Receipt of tuition billed – cash/check payments or electronic payment via Transact
- Processes Financial Aid Excess Funds (eRefunds or checks)
- Student Account related inquiries
- 1098T tax forms

Payroll

- Support for timesheet entry
- Pickup payroll checks

- W-2 year end tax forms

Other

- Processes SBA (Student Bar Association) approved reimbursement checks
- Distributes Metro Transit bus passes

For more information, see the [Student Finances website](#).

Financial Aid Office

The Mitchell Hamline Financial Aid Office administers institutional scholarships, State of Minnesota GI and Indian Benefits, Veterans Benefits, third-party payments including Americorps funds, and federal work-study and loan programs.

The admission application is screened for scholarship eligibility. Scholarships are merit-based with offers included in the admission letter. Financial aid offers meet a total cost of attendance that includes tuition and fee charges and an averaged, estimated education related budget.

Student loan amounts are offered to meet the total cost of attendance minus scholarships and other aid. Each semester's financial aid is credited to pay that semester's student account balance, with excess funds issued to the student.

Student access to individual financial aid files is through the Financial Aid Portal located on the MHSL Financial aid webpage.

For complete information on financial aid at Mitchell Hamline, please visit the [Financial Aid Office website](#).

Frequently Asked Questions (FAQ)

Courses and registration

When does registration open?

Registration for the summer and fall terms generally opens in March. Registration generally opens for J Term and Spring terms in October. Specific dates will be posted in the [MyMitchellHamline](#) portal.

How do I know if a course has prerequisites?

Course information can be found in the courses section of this catalog.

What is the difference between a regular class and a survey class?

Survey courses are a shorter version that focuses on topics covered on the bar exam.

How can I see my waitlist position?

Log in to the [MyMitchellHamline](#) portal. Open My Academics and your waitlist position will be listed on My Course Waitlist at the bottom right of the screen.

Does the section numbers of a course identify the enrollment option?

The section number does identify the course modality. However, it is best to check the meeting type for the course modality and description registration restrictions.

If I am on a waitlist for a course, how will I know when space is available?

If you are placed on a wait list for a course, you will receive an automated email when a seat becomes available. To accept the seat, follow the directions in the email by the deadline listed. If you miss the deadline, the available seat will be offered to the next person on the waitlist. If you miss a deadline or remove yourself from the wait list at any point, and are still interested in the course, you will need to add yourself to the wait list again.

The course I am interested in is full; how do I get on the waitlist?

If a course is waitlist eligible, there will be an option to add yourself to the wait list. Some important things to know ahead of time are: the system will not allow you to wait list for a course if it causes a conflict with another course in which you are registered; you are not able to wait list for a course if it will cause you to exceed the credit limit for that term.

I am not a blended student, but I want to take online and/or Blended courses. Alternatively, I am not an on-campus student, but I want to take in-person courses. Can I?

Yes, Students not in their first year may freely take a course in any modality they wish as long as they are able to abide by the course modality meeting type, e.g., in-person courses must be taken in person, Blended courses require an in-person Capstone. Students are not limited to courses based on modality simply because of their program type.

What's the difference between a HyFlex and online course? Aren't they the same thing?

HyFlex courses will have some mix of on-campus and remote participation with regular class meeting times. You can choose whether to participate in these classes entirely remotely or to participate on-campus to the extent possible. There will be two cross-listed sections, fully remote and on-campus. Register for the remote section (HR) to participate remotely and synchronously, and in the in-person section (HC) to attend on-campus. Participating remotely in this

option does count as distance education courses.

Participating in-person in this option counts as in-person courses. Whichever section you select, you will participate in that modality for the duration of the course.

Online courses are asynchronous, fully online courses that count as distance education courses. There are no set meeting times, but there are regular assignments and optional office hours.

I'm an on-campus student. Can I take a single blended course?

Yes. However, it is important to note that blended courses are offered in a specific format -1/3 online and 2/3 in person. Students come to campus once or twice a semester (depending where they are in their program), to participate in a synchronous schedule for that class. When students are not meeting synchronously for the blended course, the work is completed asynchronously, online. If you choose to register for a Blended course, you must attend the required in-person Capstone week. Further, you cannot register for any other course that conflicts with the Capstone week.

What if the blended section of a course is the only one that fits my schedule?

Blended courses-those that meet 1/3 online and 2/3 on campus-may be taken only when the capstone week does not conflict with your other scheduled courses. Be sure to review the course schedule.

Are online classes self-paced?

No, they are not.

What's the difference between skills and experiential courses?

We use "skills" as an umbrella term encompassing all courses with a skills component. "Experiential" covers the three types of courses that can count toward the ABA's requirement that JD students earn six credit hours in experiential courses: simulations, clinics, and externships. It's a more specific term.

Advocacy, Negotiation, and Transactions & Settlements are all simulation courses, and count toward the ABA's six credit requirement in experiential courses.

When does the term start?

Term dates can be found on the [academic calendar](#) in the catalog.

How can I find out when my class meets?

The [Course and Room Schedule](#) page shows the day of the week a course meets. You will find the start dates for the term on the [academic calendar](#).

Is there a limit to the number of credits I may take each semester?

Yes, the number of credits a student can take varies by term.

1. Fall and Spring: students may register for a maximum of 15 credits and are billed based on the corresponding tuition bracket:
 - a. 12 – 15 credits: full-time tuition
 - b. 8 – 11 credits: part-time tuition
 - c. 1 – 7 credits: pay per credit.
2. Summer: 8 credits is the maximum, though students may petition to take up to 10 credits. Having a petition approved is not a guarantee. In the case of a student doing a residency during the summer, the maximum credit limit is 12, though all 12 credits must be in the residency. Tuition is pay per credit.
3. J-Term: students may take up to 3 credits, and tuition is pay per credit.

How many online credits may I earn?

Students may take up to 43 credits under the 86-credit requirement (41 under the 83-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

How many credits do I get for my long paper?

The long paper is not worth any credits. If you complete the long paper in a seminar course, you earn 3 credits rather than 2 credits. If you write a long paper as part of any other course, there are no additional credits associated with it. In limited circumstances, students may satisfy the ARW requirement by writing an independent long paper. Guidelines for the Advanced Research and Writing Requirement (long paper) can be found [here](#).

Transcripts

Do you offer electronic transcripts with electronic payment?

Mitchell Hamline Office of the Registrar has partnered with Parchment to provide academic transcripts.

Students will be able to order and pay for MHSL transcripts online by creating an account with Parchment. Students will finally be able to pay with a credit card and receive a secure, official PDF transcript. The new functionalities come with a cost-transcript prices will go up as follows:

Transcript Type and Delivery Method	Fee	Shipping & Handling	Total Cost per Transcript
eTranscript-Secure PDF Delivery	\$7.50	N/A	\$7.50
Paper Transcript-Mailed (Standard USPS)	\$7.50	\$2.75	\$10.00
Paper Transcript-Mailed (USPS-International)	\$7.50	\$5.75	\$13.25
Paper Transcript-Mailed (FedEx Overnight Domestic)*	\$7.50	\$33.00	\$40.50
Paper Transcript-Mailed (FedEx International Priority)*	\$7.50	\$60.00	\$67.50

*Available through online ordering only

Why do I have to create an account with Parchment?

We don't have the resources for online payment or secure PDFs in-house. We explored multiple vendors and selected Parchment for service, simplicity, and cost. One of the steps in setting up a Parchment account is entering a code number you will receive via email. If you do not immediately receive this email, check your spam or junk box.

I am an alum of Hamline University School of Law. How can I order a transcript?

Academic files and coursework for students who completed enrollment at Hamline University School of Law prior to December 2015 are recorded by Ham line University. Hamline University Registration and Records Office can be reached at 657-523-3000 or via email at registrar@hamline.edu.

**Graduation, commencement, and bar information
What's the difference between graduation and commencement? Aren't they the same?**

Graduation refers to the conferral of your degree. Commencement refers to the ceremony only. Participation in commencement does not equate to conferral of your degree. The Office of the Registrar manages graduation. The Dean of Students Office manages commencement.

**I have questions about the commencement ceremony.
Who should I contact?**

Commencement ceremony questions should be directed to the [Dean of Students Office](#).

How do I get a Bar certification completed?

We have Minnesota dean certification forms in house. For all other jurisdictions, you must provide the required forms to us.

How can I get a letter of good standing or general enrollment verification?

Request for Letter of Good Standing and general enrollment verification forms are found on the [Forms P-£9S](#), in the Enrollment Forms section.

How can I request a standard degree audit?

Students can access their degree audit on the MyMitchellHamline portal under My Academics, then Academic Advising. The audit can be found under the My Degree Progress section.

What degree conferral date will appear on my diploma?

If you complete your degree requirements in Fall or Spring semester, the degree conferral date on your diploma will be the date in which grades are due to the Office of the Registrar from the faculty. If you complete your degree requirements in J-term or summer, the degree conferral date on your diploma will be the last day of the term.

Exams, grades, and misc.**Where can I find information about exams?**

The [Exams](#) page contains policies, exam schedule, information and forms. Courses with scheduled exams can be found at the bottom of the Final Exam Schedule page.

When are grades posted?

Grades are posted when they are received by the Office of the Registrar. Click [here](#) for more information about grades.

What's the pass option?

The basics:

- It can be used once in your JD career, and once used, you cannot change your mind to use it on a different course or in a different term.
- It can't be used on clinics or required courses.
- The deadline is five calendar days from the date of your last grade posting for the term. As a practical matter, the earliest possible deadline is five days after the last on-time grade is posted because we don't expect students to constantly check their records to ascertain when their last grades for the term were posted. For instance, if grades are due June 8, we would expect all on-time grades to be posted June 9. In this case, the pass option deadline for most students will be June 14. Students with a late grade will get a later deadline, but students with all early grades won't have an earlier deadline.
- We start processing them on the due date, not earlier.
- To exercise your pass option, use the form on the Forms webpage.

You can learn more about the deadline and rules for the pass option in the [handbook](#).

Is there a limit on the number of Pass credits I can earn?

No, there is no limit.

When are class ranks posted?

Class ranks are computed at the end of a student's first two semesters and every fall and spring semester thereafter and appear on the transcript. Only those students who received all their semester grades receive a class rank. Our goal is that non-senior ranks are calculated one week after the last non-senior grades are processed. Senior ranks are calculated when all senior grades are processed. Students are ranked with other students who are proceeding through law school at approximately the same pace, except for the final ranking, in which students are ranked with their graduating class. Students who graduate in August are ranked with the subsequent January graduation class. A student's class rank is not changed once ranks are computed. For grade security, students are not given their class ranks over the telephone. Students may request an official transcript without the rank listed by contacting the Registrar.

Help! I can't remember my password!

Helpful information to reset your password can be found on the Technology Services [webpage](#).

Where can I find financial aid and tuition information?

Information can be found in the Financial Aid Office section of this catalog.

Information Technology Services

The Information Technology Services team supports the Mitchell Hamline community in the use of technology that is integral to the study and practice of law.

All students are provided with a Mitchell Hamline network account that allows password-protected access to online resources including campus email, Microsoft Office 365, research databases, and the Canvas learning management system. Students may also access their Mitchell Hamline academic and financial records via a secure online portal.

The ITS team staffs a computer hardware and software help desk that is reachable by email, phone, or in person. Administrative support for Canvas is also available. Additional 24/7 Canvas support is provided by the vendor.

Most classrooms are equipped with the necessary technology to facilitate hyflex, in person, and remote learning. Wireless access is available throughout the campus.

For complete information on technology services at Mitchell Hamline, see the [Information Technology Services website](#).

Registrar

The Office of the Registrar (Room 120) is responsible for records and registration and enforcing the Academic Rules.

The mission of this office is to safeguard the integrity of academic records while providing fair and efficient services to students, faculty and staff.

The Office of the Registrar’s areas of responsibility include:

- Academic Calendar
- CALI Awards, Latin Honors, and Dean’s List Processing
- Class Ranks
- Course Catalog Changes
- Course Scheduling and Cancellation
- Dean’s Certifications
- Degree Audits and Graduation Term Updates
- Directory Updates
- Enrollment Reporting
- FERPA Compliance
- Grade Posting
- Letters of Good Standing and Enrollment Verifications
- Registration and Records Requests
- Transcript Processing
- Transfer Credit Evaluation

Various forms related to registration, grading, graduation, records, transcript requests, enrollment verification, letter of good standing, and exams.

You can find more information about the Office of the Registrar [here](#).

How to Order a Transcript **General information**

Transcript orders through Parchment will be processed. We cannot process transcript requests sent via postal mail.

- Transcripts cannot be released if a balance is owed.
- Requesters will be billed for all electronic transcript orders placed, including orders that are canceled.
- Transcript orders are processed during regular business hours (not on weekends or holidays).

In progress courses appear with WIP designation for grade not recorded. Transcript requests are not held for final grades or ranking. It is your responsibility to check your online transcript and verify that grades and ranks have been

posted before submitting your transcript request. Graduating students are notified via their Mitchell Hamline email account when their degree has been awarded.

Mitchell Hamline Office of the Registrar has partnered with Parchment.com to provide academic transcripts.

Hamline University School of Law Graduates

Academic files and coursework for students who completed enrollment at Hamline University School of Law prior to December 2015 and did not attend Mitchell Hamline in January 2016 are recorded by Hamline University, and transcripts must be ordered through Hamline University. Please note if you order a transcript through Mitchell Hamline in error and your order is canceled, your credit card will still be charged.

Mitchell Hamline Current Students and Graduates, and William Mitchell College of Law Graduates-Order official transcripts electronically

Current students and graduates of Mitchell Hamline and William Mitchell College of Law may order and pay for official transcripts online in two formats:

- PDF transcripts delivered electronically
- Printed paper transcripts delivered by postal mail

Fees for Official Transcript Orders

Transcript Type and Delivery Method	Fee	Shipping & Handling	Total Cost per Transcript
eTranscript-Secure PDF Delivery	\$7.50	N/A	\$7.50
Paper Transcript-Mailed (Standard USPS Domestic)	\$7.50	\$2.75	\$10.25
Paper Transcript-Mailed (USPS-International)	\$7.50	\$5.75	\$13.25
Paper Transcript-Mailed (FedEx Overnight Domestic)	\$7.50	\$33.00	\$40.50
Paper Transcript-Mailed (FedEx International Priority)	\$7.50	\$60.00	\$67.50

Unofficial transcripts

The Office of the Registrar does not issue unofficial transcripts. Current students, and alumni who have graduated within the last year, may view unofficial transcripts by logging in to your portal: [MyMitchellHamline](#) and selecting **View Unofficial Transcript** under **My Academics**.

CeDiploma

Learn more about Certified Electronic Diplomas [here](#).

Safety and Security

Security Department

The Mitchell Hamline School of Law Security Team is dedicated to maintaining a safe and secure campus community. Our goal is to provide excellent security services, giving peace of mind and assurance of protection and safety for our students, faculty, staff and the public with which we encounter.

Emergency Notification

Students receive emergency alerts and weather-related or other campus closing notifications via their @mitchellhamline.edu email address from the School's e2campus emergency notification system.

Students can add an additional email address that will receive notifications and sign up to receive alerts via text messaging on the demographics section of their [Student Records page](#).

Accidents and Injuries on Campus

All accidents and injuries on campus should be reported to the on-duty security officer as soon as possible. The on-duty security officer may be reached by phone at 651-290-6330 or at the Security Emergency Phone, 612-286-3047. There are first aid kits available at the Security Desk at the front (Summit Avenue) entrance and in Student Services.

Emergency Procedures for Fires

1. Pull the nearest fire alarm box. This will sound alarms in the building and cause all fire and smoke barrier doors to close automatically.
2. Evacuate people a safe distance away from the fire area.
3. If the fire is outside your room and the door or exit is hot, stay in the room, stay low, open a window for fresh air, and if you are able, call 911 or security to report your location. If there is no phone available, call out for help.
4. **If the fire is out of control, immediately exit the building, do not use the elevators.** If there is anyone in the area that needs assistance evacuating the building, notify Security immediately.
5. As soon as you are in a safe place, contact Security by phone at 651-290-6330 or 651-227-9171 or by radio at 651-224-8763, to advise them on the type and status of the fire.
6. The fire department will advise Security if and when the building can be safely re-entered. You may not re-enter the building until the fire department gives the all clear.
7. Report details of the fire to Security immediately after the all clear is given.

8. If the law school closes as a result of a fire, the Dean or Dean's designee will notify the law school community.

Emergency Procedures for Storms

The severe-weather sirens are tested on the first Wednesday of each month at 1 p.m. If, at any other time the emergency sirens activate, proceed as follows: Immediately proceed to one of the four designated storm shelters closest to your location.

- Library basement
- LEC basement
- Milton House basement
- 1931 basement near the bookstore

Please stay away from windows and stay by the interior wall.

Escort Service and Security

The normal hours of operation for the law school's Security staff are Monday through Friday from 7:30 am to 10:30 pm and Saturday and Sunday from 9:00 am to 4:00 pm. A Security officer may be contacted at the Summit Avenue main security desk or by calling 651-290-6330 or the Emergency Number, 612-286-3047.

The campus Security department maintains an escort service when the campus is open. A security officer will provide an escort within a 6-block radius of the law school. Students may request an escort by contacting a Security officer at the main security desk. Security escorts are available until 30 minutes before campus building closing time.

All persons are requested to cooperate with a Security officer who asks for identification. All crimes occurring on campus must be reported to the on-duty security officer, who will contact the St. Paul Police Department.

Warren E. Burger Library

The Warren E. Burger Library supports the research and curricular needs of the students, faculty, and staff of Mitchell Hamline School of Law. The Library also welcomes Mitchell Hamline alumni, the practicing bar, and public patrons to use its resources.

The Library has over 500 seats for patrons including 150 individual study carrels. 18 study rooms can be reserved online by students for group study sessions. Wireless access is available throughout the facility. Laptop computers are available for checkout to students. Four copying, scanning, and printing machines are located in the Library.

The Warren E. Burger Library's collection consists of over 100,000 physical volumes with access to hundreds of thousands of additional titles in electronic format via the Library's database subscriptions. The Library holds a comprehensive collection of federal and Minnesota primary source materials augmented by extensive periodical, treatise, loose-leaf, and reference work holdings. The Library selectively collects United States federal government publications through the Federal Depository Library Program. Materials that are not available in the collection can be requested through the Library's online interlibrary loan system.

The Library Reference department offers research consultation services in-person and by phone, chat and zoom during regularly scheduled hours as well as by appointment. Research consultations may be related to projects that include, but are not limited to, first year courses, long paper research, clinic work, internship and externship projects, etc. The research librarians teach research methods in independent research courses, by invitation in doctrinal and skills courses, and for law school programs such as the law reviews and clinics. They also create and maintain research guides on a variety of topics that can be found on the library website.

The Library curates the Mitchell Hamline archives, manages the Mitchell Hamline Open Access institutional repository, and collaborates with faculty, students, and staff on digital projects.

Students must follow all library rules as published on the library website or otherwise publicly promulgated. A violation of the Library's Behavior Policy is subject to sanctions under the Student Code of Conduct or other law school policies (see the Student Conduct page in the Policies section of this Catalog). For all library policies and additional information, see the [Warren E. Burger Library policies webpage](#).

For complete information about library services at Mitchell Hamline, see the [Warren E. Burger Library website](#).

Degrees

Curriculum Requirements

Degree Type

J.D.

Required Courses

In addition to the graduation requirements described in the Academic Rules section of this Catalog, students are required to pass all first year and upper division required courses as listed below. J.D. students shall have priority enrollment in any course required for the J.D. degree, needed for bar examination preparation, or required for bar admission.

JD Students matriculating in fall 2020 or later are required to earn a minimum of 86 credits and satisfy the requirements below.

First Year/Foundational Required Courses (30 credits):

Course Code	Title	Credits
LAW-1000	Civil Dispute Resolution	4
LAW-1040	Torts: The Common Law Process	4
LAW-1015	Criminal Law: Statutory Interpretation	3
LAW-1010	Contracts: Transactional Law	4
LAW-1035	Property: Jurisprudential and Comparative Analysis	4
LAW-1005	Constitutional Powers: Advanced Legal Reasoning	3
LAW-1025	Legal Analysis, Research, and Communication (LARC) I	3
LAW-1026	Legal Analysis, Research, and Communication (LARC) II	3
LAW-1030	Legal Methods	1
LAW-1020	Foundations of Practice	1
Sub-Total Credits		30

Upper Division Requirements:

Course Code	Title	Credits
LAW-2015	Professional Responsibility	3
	LAW-2000 or LAW-2002 and LAW-2003	3
	Negotiation or Transactions & Settlements	3
LAW-2005	Constitutional Liberties	3
	Upper-Level Advanced Research and Writing Requirement (Long Paper)	
Sub-Total Credits		12

Requirement for Additional Curricula and/or Academic Support Programming

Students matriculating in 2016-2021 with a cumulative grade point average under 2.8 and/or students in the bottom quartile of the class at the end of a student's second academic semester will be required to complete curricula and/or academic support programming. Students matriculating in fall 2022 or later with a cumulative grade point average under 3.0 and/or students in the bottom quartile of the class at the end of a student's second academic semester will be required to complete curricula and/or academic support programming.

Academic Support curricula include the following courses:

Course Code	Title	Credits
LAW-3047	Bar Preparation Strategies: MPT	2
LAW-3115	Con Crim Pro: Investigation	3
LAW-3195	Evidence	3
LAW-3046	Bar Preparation Strategies: MBE & MEE	3
Sub-Total Credits		11

Graduation Requirements:

- Completion of Career Development Employment Survey (questions about this should be directed to the Office of Career and Professional Development)
- If a student received Title IV student loans (Direct Student loan, or Federal Stafford, Federal Unsubsidized

Stafford, and/or Federal SLS programs), the student must complete on-line financial aid exit counseling (questions about this should be directed to the Office of Financial Aid)

- Completion of Perkins Loan Exit Interview, if applicable (questions about this should be directed to the Student Accounts Office)

Six total hours of extracurricular Professional Legal Perspectives Programming. Of the six total hours required before graduation, at least four hours must be completed during the student's first and second year (questions about this should be directed to the Office of Culture and Inclusion)

No more than 22 credits under the 86-credit requirement can be applied toward graduation from non- classroom courses:

- Field placements (including externships but not clinics with a substantial classroom component)
- Moot court or other competitions
- Publications
- Independent studies, including the Independent Long Paper, Internships with Faculty, and Independent Clinics
- Dual-degree (graduate school) courses
- Teaching Assistant courses, including Learning Community Leader credits
- Any course for credit that is substantially based upon time expended outside a regularly scheduled class at MHSL or another ABA-accredited law school

No more than 43 credits may be earned toward the J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously. Source: ABA Standard 306 (a). Courses that were converted to a remote format for the Covid emergency do not count against this limit.

Advanced Research and Writing Requirement

All students must write an Advanced Research & Writing ("ARW") paper as a requirement for graduation. Students are required to complete this requirement after their first year and are strongly advised to complete it before their final semester. Students are encouraged to complete this requirement through a seminar or other long-paper course.

Purpose & Content

The ARW requirement is consistent with American Bar Association accreditation standard 303, which requires a "rigorous writing experience" after the first year. It is designed to reflect two key aspects of the practice of law identified in the American Bar Association's Model Rules of Professional Responsibility. First, a lawyer is a counselor who is expected to "exercise independent professional judgment and render candid advice." [1] Second, a lawyer "is a representative of clients, an officer of the legal system and a public citizen having special responsibility for the quality of justice." [2]

The ARW paper furthers five competencies essential to law practice:

1. Legal research;
2. Fact investigation;
3. Writing, including organization, grammar, and style;
4. Strong personal work ethic and time management; and
5. Creative problem-solving

Although many ARW papers will take the form of a law review-style essay, other kinds of writing may also satisfy the requirement. In each case, the focus is on using the competencies identified above to identify and solve a problem of the sort confronted by lawyers. Description and regurgitation are not enough.

Permission and Credits

ARW papers are usually written under the supervision of a full-time faculty member. Supervision by an adjunct faculty member is permitted only if the paper is completed as part of an ARW-designated course taught by that adjunct faculty member, or, in rare circumstances, if the paper is completed as part of an Independent Research Project.

ARW-designated Courses

Some courses are designated by the Curriculum Committee as satisfying the ARW requirement. Because of the intensive work required between class sessions, three-credit ARW courses meet for a minimum of 110 instructional minutes per week during a thirteen-week semester or an equivalent amount of time spread over a different period. Students who wish to take the course without fulfilling the ARW requirement and students who have fulfilled the ARW requirement and choose not to write an additional long paper in the course will register for two credits, rather than three.

A student who wishes to change the number of registered credits for an ARW-designated course (i.e., from two to three or from three to two) must follow the course add/drop procedures outlined in Academic Rule 1.07 (/catalog/1-07-registration-add-drop-withdraw-extensions/) in this Catalog. In any event, a student who does not write a long paper in an ARW-designated course will not receive three credits for the course.

Journals

Papers written for law review or journal articles require the advance permission of the journal's Editorial Board, in addition to approval of a supervising professor. Such a paper receives the credit normally associated with journal service.

Independent Long Paper

Although students are encouraged to complete their ARW requirement through a seminar or other long-paper course, students may satisfy their ARW requirement by writing an independent long paper. The independent long paper option is permitted only in limited circumstances. The student must first complete and submit the Independent Long Paper Petition and obtain approval from a supervising faculty member.

Students must be in good academic standing and in their final two semesters to be registered for an independent long paper.

Independent long papers are graded A-F and earn two credits. Students may request a waiver from the Vice Dean, Academics for an independent long paper for fewer than two credits, but not more. The requirements to fulfill the ARW requirement remain the same regardless of the credits proposed. Students may not earn credits through independent research while completing their long paper requirement.

The petition must include the following:

1. why the ARW requirement cannot be satisfied through a seminar or other long-paper course (i.e. why is an independent long paper necessary);
2. a description of the topic;
3. the reason for interest in the topic;
4. the extent and type of research anticipated;
5. previous work completed in the subject area;
6. identification of a subject matter expert with whom the student will consult (which could be a faculty member); and
7. a description of the written product that will be produced.

If approved, the independent long paper must meet all other ARW requirements set forth in this section.

In addition, students completing their ARW requirement through an independent long paper will be required to complete online modules on useful topics for satisfying the requirement, such as research and topic selection, as assigned by their faculty supervisor.

Format

Regardless of form or genre, ARW papers shall ordinarily be at least 8,500 words including footnotes. This requirement is meant to ensure that the project is substantial enough to measure and develop the five competencies identified above and to provide a summative writing experience for the student. Beyond the length requirement, formats will vary according to context and should be appropriate to the genre of the writing project. So, for example, essays should generally adhere to law review style conventions, while briefs must adhere to good citation practices and the relevant jurisdiction's filing rules. Prior to the first draft, the student and supervising faculty shall identify the appropriate format for the paper.

Writing Process and Deadlines

Unless the supervising faculty member requires otherwise, the paper is required to be written in the following stages:

- Detailed outline
- Research plan
- First draft
- Second draft
- Final paper

Students should expect significant feedback from their faculty supervisors at each of these stages.

Missed deadlines may be taken into account in grading, particularly if the student does not obtain an extension until after the deadline has passed. Final papers are due no later than the last day of class for the semester. An extension of the final due date must be requested in advance and must be approved by the instructor. Students requesting a change should complete a "Request for Extension" form and submit this form to the Dean of Students. This form can be found on the Forms page of the Office of the Registrar's website. (<https://mitchellhamline.edu/registrar/forms/>)

After the ARW paper is completed, the student should fill out and have the supervising faculty member sign an Advanced Research & Writing Certification form available on the Forms

page of the Office of the Registrar website. If the supervising faculty member is unable or unavailable to sign the certification form, the Vice Dean, Academics may sign in the faculty member’s stead. The signed form must be submitted to the Registrar in order for the ARW requirement to be satisfied.

	Total Credits	86
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1.03. Curriculum Requirements

Degree Type
J.D.

Required Courses

In addition to the graduation requirements described in the Academic Rules section of this Catalog, students are required to pass all first year and upper division required courses as listed below. J.D. students shall have priority enrollment in any course required for the J.D. degree, needed for bar examination preparation, or required for bar admission.

JD Students matriculating in fall 2020 or later are required to earn a minimum of 86 credits and satisfy the requirements below.

First Year/Foundational Required Courses (30 credits):

Course Code	Title	Credits
LAW-1000	Civil Dispute Resolution	4
LAW-1040	Torts: The Common Law Process	4
LAW-1015	Criminal Law: Statutory Interpretation	3
LAW-1010	Contracts: Transactional Law	4
LAW-1035	Property: Jurisprudential and Comparative Analysis	4
LAW-1005	Constitutional Powers: Advanced Legal Reasoning	3
LAW-1025	Legal Analysis, Research, and Communication (LARC) I	3
LAW-1026	Legal Analysis, Research, and Communication (LARC) II	3
LAW-1030	Legal Methods	1
LAW-1020	Foundations of Practice	1

	Sub-Total Credits	30
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Upper Division Requirements:

Course Code	Title	Credits
LAW-2015	Professional Responsibility	3
LAW-2000	Advocacy	3
	Negotiation or Transactions & Settlements	3
LAW-2005	Constitutional Liberties	3
	Upper-Level Advanced Research and Writing Requirement (Long Paper)	
	Sub-Total Credits	12

Requirement for Additional Curricula and/or Academic Support Programming

Students matriculating in 2016-2021 with a cumulative grade point average under 2.8 and/or students in the bottom quartile of the class at the end of a student’s second academic semester will be required to complete curricula and/or academic support programming. Students matriculating in fall 2022 or later with a cumulative grade point average under 3.0 and/or students in the bottom quartile of the class at the end of a student’s second academic semester will be required to complete curricula and/or academic support programming.

Academic Support curricula include the following courses:

Course Code	Title	Credits
LAW-3047	Bar Preparation Strategies: MPT	2
LAW-3115	Con Crim Pro: Investigation	3
LAW-3195	Evidence	3
LAW-3046	Bar Preparation Strategies: MBE & MEE	3
	Sub-Total Credits	11

Graduation Requirements:

- Completion of Career Development Employment Survey (questions about this should be directed to the Office of Career and Professional Development)

- If a student received Title IV student loans (Direct Student loan, or Federal Stafford, Federal Unsubsidized Stafford, and/or Federal SLS programs), the student must complete on-line financial aid exit counseling (questions about this should be directed to the Office of Financial Aid)
- Completion of Perkins Loan Exit Interview, if applicable (questions about this should be directed to the Student Accounts Office)

Six total hours of extracurricular Professional Legal Perspectives Programming. Of the six total hours required before graduation, at least four hours must be completed during the student’s first and second year (questions about this should be directed to the Office of Culture and Inclusion)

Sub-Total Credits	6
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No more than 22 credits under the 86-credit requirement can be applied toward graduation from non- classroom courses:

- Field placements (including externships but not clinics with a substantial classroom component)
- Moot court or other competitions
- Publications
- Independent studies, including the Independent Long Paper, Internships with Faculty, and Independent Clinics
- Dual-degree (graduate school) courses
- Teaching Assistant courses, including Learning Community Leader credits
- Any course for credit that is substantially based upon time expended outside a regularly scheduled class at MHSL or another ABA-accredited law school

Sub-Total Credits	22
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No more than 43 credits may be earned toward the J.D. degree through courses that are designated “distance education courses.” A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously. Source: ABA Standard 306 (a). Courses that were converted to a remote format for the Covid emergency do not count against this limit.

Sub-Total Credits	43
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Advanced Research and Writing Requirement

All students must write an Advanced Research & Writing (“ARW”) paper as a requirement for graduation. Students are required to complete this requirement after their first year and are strongly advised to complete it before their final semester. Students are encouraged to complete this requirement through a seminar or other long-paper course.

Purpose & Content

The ARW requirement is consistent with American Bar Association accreditation standard 303, which requires a “rigorous writing experience” after the first year. It is designed to reflect two key aspects of the practice of law identified in the American Bar Association’s Model Rules of Professional Responsibility. First, a lawyer is a counselor who is expected to “exercise independent professional judgment and render candid advice.”[1] Second, a lawyer “is a representative of clients, an officer of the legal system and a public citizen having special responsibility for the quality of justice.”[2]

The ARW paper furthers five competencies essential to law practice:

1. Legal research;
2. Fact investigation;
3. Writing, including organization, grammar, and style;
4. Strong personal work ethic and time management; and
5. Creative problem-solving

Although many ARW papers will take the form of a law review-style essay, other kinds of writing may also satisfy the requirement. In each case, the focus is on using the competencies identified above to identify and solve a problem of the sort confronted by lawyers. Description and regurgitation are not enough.

Permission and Credits

ARW papers are usually written under the supervision of a full-time faculty member. Supervision by an adjunct faculty member is permitted only if the paper is completed as part of an ARW-designated course taught by that adjunct faculty member, or, in rare circumstances, if the paper is completed as part of an Independent Research Project.

ARW-designated Courses

Some courses are designated by the Curriculum Committee as satisfying the ARW requirement. Because of the intensive work required between class sessions, three-credit ARW courses meet for a minimum of 110 instructional minutes per

week during a thirteen-week semester or an equivalent amount of time spread over a different period. Students who wish to take the course without fulfilling the ARW requirement and students who have fulfilled the ARW requirement and choose not to write an additional long paper in the course will register for two credits, rather than three.

A student who wishes to change the number of registered credits for an ARW-designated course (i.e., from two to three or from three to two) must follow the course add/drop procedures outlined in Academic Rule 1.07 (/catalog/1-07-registration-add-drop-withdraw-extensions/) in this Catalog. In any event, a student who does not write a long paper in an ARW-designated course will not receive three credits for the course.

Journals

Papers written for law review or journal articles require the advance permission of the journal's Editorial Board, in addition to approval of a supervising professor. Such a paper receives the credit normally associated with journal service.

Independent Long Paper

Although students are encouraged to complete their ARW requirement through a seminar or other long-paper course, students may satisfy their ARW requirement by writing an independent long paper. The independent long paper option is permitted only in limited circumstances. The student must first complete and submit the Independent Long Paper Petition and obtain approval from a supervising faculty member.

Students must be in good academic standing and in their final two semesters to be registered for an independent long paper.

Independent long papers are graded A-F and earn two credits. Students may request a waiver from the Vice Dean, Academics for an independent long paper for fewer than two credits, but not more. The requirements to fulfill the ARW requirement remain the same regardless of the credits proposed. Students may not earn credits through independent research while completing their long paper requirement.

The petition must include the following:

1. why the ARW requirement cannot be satisfied through a seminar or other long-paper course (i.e. why is an independent long paper necessary);
2. a description of the topic;

3. the reason for interest in the topic;
4. the extent and type of research anticipated;
5. previous work completed in the subject area;
6. identification of a subject matter expert with whom the student will consult (which could be a faculty member); and
7. a description of the written product that will be produced.

If approved, the independent long paper must meet all other ARW requirements set forth in this section.

In addition, students completing their ARW requirement through an independent long paper will be required to complete online modules on useful topics for satisfying the requirement, such as research and topic selection, as assigned by their faculty supervisor.

Format

Regardless of form or genre, ARW papers shall ordinarily be at least 8,500 words including footnotes. This requirement is meant to ensure that the project is substantial enough to measure and develop the five competencies identified above and to provide a summative writing experience for the student. Beyond the length requirement, formats will vary according to context and should be appropriate to the genre of the writing project. So, for example, essays should generally adhere to law review style conventions, while briefs must adhere to good citation practices and the relevant jurisdiction's filing rules. Prior to the first draft, the student and supervising faculty shall identify the appropriate format for the paper.

Writing Process and Deadlines

Unless the supervising faculty member requires otherwise, the paper is required to be written in the following stages:

- Detailed outline
- Research plan
- First draft
- Second draft
- Final paper

Students should expect significant feedback from their faculty supervisors at each of these stages.

Missed deadlines may be taken into account in grading, particularly if the student does not obtain an extension until after the deadline has passed. Final papers are due no later than the last day of class for the semester. An extension of the final due date must be requested in advance and must

be approved by the instructor. Students requesting a change should complete a “Request for Extension” form and submit this form to the Dean of Students. This form can be found on the Forms page of the Office of the Registrar’s website. (<https://mitchellhamline.edu/registrar/forms/>)

After the ARW paper is completed, the student should fill out and have the supervising faculty member sign an Advanced Research & Writing Certification form available on the Forms page of the Office of the Registrar website. If the supervising faculty member is unable or unavailable to sign the certification form, the Vice Dean, Academics may sign in the faculty member’s stead. The signed form must be submitted to the Registrar in order for the ARW requirement to be satisfied.

	Total Credits	86
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L.L.M Program

Degree Type
L.L.M

Mitchell Hamline’s LL.M. Program is designed for foreign law graduates who possess a law degree (LL.B. or equivalent) from outside of the United States. The program requires students to complete 24 credits including an introductory course to familiarize them with the American Legal System.

Students may complete a master’s thesis. Most students complete the program in one academic year (fall and spring) of study during which they focus on a specialized area of law.

	Total Credits	24
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Child Welfare Certificate

Degree Type
Certificate

The Child Welfare Certificate allows students to specialize in an important and developing area of law. Through this certificate students will have an opportunity to focus on child welfare issues, courtroom advocacy, trauma- informed practices, and secondary trauma in the legal system.

Students interested in pursuing the certificate must first submit a notice of intent. **You may submit a notice of intent up to and no later than the penultimate (second to last)**

semester of your law school tenure. For example, if your anticipated graduation is May of 2028, you have until December of 2027 to file your notice of intent.

Courses are taught by Mitchell Hamline faculty and practicing attorneys in multiple areas. This allows students to explore child welfare from a variety of perspectives or to focus on a specific area of interest. The Child Welfare Certificate is comprised of 18 credits. All of these credits count toward your J.D. degree. Many concurrently satisfy other J.D. requirements.

Foundational Course (8-9 credits)

Students must complete the following courses:

Course Code	Title	Credits
LAW-3195	Evidence	3
LAW-3215	Family Law	3
	LAW-3075 Child Abuse and the Law or LAW 3080 Child, Parent, State	3
	Sub-Total Credits	8-9

Elective (at least 6 credits)

Course Code	Title	Credits
CLI-1000	Resilient Practice for Clinic Students	1
LAW-3310	Indian Child Welfare & Adoption	2
LAW-3415	Legislative Process	2
LAW-3545	Trauma Responsive Legal Advocacy	3
LAW-3380	Juvenile Justice	2-3
LAW-3220	Family Mediation	3
LAW-3225	Feminist Jurisprudence	2-3
LAW-3440	Mental Health and the Law	2
SEM-6015	Seminar: Critical Lawyering in Today’s World	2-3
SEM-6025	Seminar: Education Law	2-3
SEM-6050	Seminar: Homeless Youth in America	2-3
SEM-6090	Seminar: Race and the Law	2-3
LAW-4195	Advanced Evidence	3
LAW-3200	Expert Witness Advocacy	3

LAW-3300	Immigration Law	2-3
	Advanced Writing Requirement in Child Welfare	
	Approved experiential learning credits in excess of the practical experience requirement	
	Sub-Total Credits	6

Practical Experience Requirement

To obtain the Child Welfare Certificate, a student must obtain practical experience with a substantial foundation in child welfare through the equivalent of a minimum of three (3) credits (135 working hours) provided by one or more:

Course Code	Title	Credits
CLI-1010	Clinic: Child Protection	1-5
	Sub-Total Credits	3

Courses used to satisfy the Practical Experience requirement will count as Elective Courses.

Not-for-credit practical experience with a substantial foundation in child welfare may meet the Practical Experience requirement subject to the approval of your advisor. The not-for-credit practical experience must be approved by your advisor before work begins. Your advisor may require documentation and/or reflective writings describing the time worked.

Professional Development

Complete 8 hours of advisor approved child welfare related professional development including:

- Attending CLEs
- Attending CJI/CIP
- Attending Policy Meetings
- Interviewing/networking with stakeholders, or
- Assisting with ITCP trainings

Additional Requirements

Must maintain a 3.0 GPA in certificate coursework

Notice of intent

Students are encouraged to apply early in their law school tenure. Declaring an intent to pursue a Child Welfare Certificate creates no obligation to complete one.

Child Welfare Certificate requirements tracking spreadsheet

Students are required to use this spreadsheet to keep track of all Child Welfare Certificate requirements (coursework, practical experience, professional development).

Biannual progress report

Child Welfare Certificate students must complete the form every October and March.

Child Welfare Certificate students must complete the checklist form in their final semester of law school.

	Total Credits	17-18
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Conflict Resolution Certificate (Non-JD Students)

Degree Type

Certificate

Enables you to develop ADR knowledge and skills in an organized, thoughtful, and scholarly way which links theory to practice.

The Certificate in Conflict Resolution puts you in the best position to deliver value to employers and clients who recognize that the best lawyers are skilled problem-solvers.

Eligibility

This 14-credit program is available to:

- Professionals and attorneys from all disciplines
- Graduate students
- Law students at other schools

Admission eligibility is based on receipt of a baccalaureate degree from a nationally or regionally accredited institution.

Program features:

- 14-credit graduate program (as part of a law or other graduate curriculum or as a stand-alone graduate certificate)
- Complete in as little as 12 months
- Multiple formats to fit your schedule
- Flexibility between formats

With the knowledge that education is enhanced through multi-disciplinary perspectives, CCR students learn side-by-side with J.D. students and may elect to take the required

courses online or on-campus. You are also free to combine online and on-campus offerings in a tailored schedule that works for your unique needs. Regardless of format, your certificate experience will deliver you the latest in contemporary science and art of negotiation and conflict theory.

- We'll teach you mediation because it provides a unique perspective on mutual understanding and creative problem-solving.
- We'll teach you arbitration because it is the global forum of choice for business (and increasingly in the U.S. – for resolution of employment disputes).
- You'll learn about the intricacies of designing (and implementing) conflict management systems for organizations large and small.

Courses

All courses are taught by nationally and internationally recognized faculty involved in alternative dispute resolution practice, research, public and teaching.

Core (10 credits)

Course Code	Title	Credits
LAW-3035	Arbitration Law	2
LAW-3430	Mediation	3
LAW-2010	Negotiation	3
LAW-3520	Theories of Conflict	2
Sub-Total Credits		10

Example Elective Options (4 credits required)

Course Code	Title	Credits
LAW-3135	Cross-Cultural Dispute Resolution	2
LAW-3140	Deals and Disputes	3
LAW-5005	Restorative Justice	1-3
LAW-3465	Organizational Conflict Management	2
LAW-2020	Transactions & Settlements: Drafting Agreements and Making Deals	3
Sub-Total Credits		4

Total Credits	14
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Conflict Resolution Theory and Practice Certificate (JD Students)

Degree Type
Certificate

This 17-credit program is available **only** to Mitchell Hamline JD students.

Enables you to develop ADR knowledge and skills in an organized, thoughtful, and scholarly way which links theory to practice and puts you in the best position to deliver value to employers and clients who recognize that the best lawyers are skilled problem-solvers.

Curriculum

Core Courses (10 credits)

Course Code	Title	Credits
LAW-3520	Theories of Conflict	2
LAW-3430	Mediation	3
LAW-2010	Negotiation	3
	LAW-3035 or LAW-3036	2
Sub-Total Credits		10

Electives (up to 6 credits depending on how many practice credits earned)

Example Electives:

Course Code	Title	Credits
LAW-3135	Cross-Cultural Dispute Resolution	2
LAW-3140	Deals and Disputes	3
LAW-5005	Restorative Justice	1-3
LAW-3465	Organizational Conflict Management	2
LAW-2020	Transactions & Settlements: Drafting Agreements and Making Deals	3
	Other elective courses offered variously in January Term, Summer, and Study Abroad	

Sub-Total Credits	6
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With advanced permission, you may import up to 4 qualifying credits from other graduate institutions.

Practice Requirement (Minimum 1 credit)

All of the following qualify:

- ADR Clinics options include Mediation and Employment Discrimination Mediation Representation
- ADR Externship (1-4 credits)
- ADR Competitions options include Arbitration, Mediation Representation, Negotiation, and Vis International Commercial Arbitration Moot (1–3 credits)
- Any externship that is set up by the student and approved by the Dispute Resolution Institute Director

Sub-Total Credits	1
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Practice Perspective Requirement (6 activities, not related to courses)

Conflict Resolution Certificate Colloquia (two)

- DRI-sponsored programs exclusively for certificate students and alumni

ADR Professional Education (minimum one)

- Examples include CLE programs, community ADR training, and other educational programs

Problem-Solving (minimum one)

- Examples include volunteering at a mediation center, participating in Community of Peace student conflict resolution leadership training, shadowing a neutral or lawyer conducting a mediation, or participating in a restorative justice program

Long paper requirements

Students must complete a scholarly paper on a conflict resolution/dispute resolution topic. The paper must meet the guidelines applicable to the Advanced Research and Writing (ARW) requirement for graduation from MHSL and be approved by the director of DRI. A student may satisfy this requirement by completing a paper for a course that satisfies the ARW requirement, provided the subject of the paper or course is conflict resolution or dispute resolution related (and is approved by the director).

Total Credits	17
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Health Law Certificate – Concentration in Food Law

Degree Type

Certificate

HLC-CFL Curriculum and Requirements

The Health Law Institute (HLI) offers a Health Law Certificate (HLC) with a Concentration in Food Law (HLC-CFL). The HLC-CFL includes a curriculum designed to educate law students about the complex legal, policy and key business issues surrounding and influencing the food system, related rules and regulations. Students will develop skills and the necessary knowledge to serve clients involved in the production, manufacture, processing, handling, storage, transportation, marketing, sale, consumption, and sustainability of food in the United States. They will also learn about advocacy groups working to influence these food-related activities. The HLC-CFL is intended to supplement and refine our existing health law certificate requirements, not replace them. It provides interested students with an opportunity to acquire a better understanding of this dynamic sub-specialty.

The HLC-CFL is designed for:

Students interested in working for food producers, manufacturers, suppliers, distributors, marketers, retailers, and other companies in the food supply chain.

Students interested in consumer advocacy and public policy on food law-related issues.

Students interested in working in law firms specializing in food-related litigation and/or counseling.

Students interested in working in food-related positions in government.

Students pursuing the HLC-CFL must meet the following requirements:

All required Health Law Certificate courses:

Course Code	Title	Credits
LAW-3280	Health Law Quality and Liability	3

LAW-3285	Health Law: Organization & Finance	3
Sub-Total Credits		6

Food Law Concentration Doctrinal Courses:

Course Code	Title	Credits
LAW-3240	Food Law	2
	LAW-3235 or LAW-3245	2
Sub-Total Credits		4

Experiential Learning (field placement):

Experiential learning may be credit or non-credit bearing and may be paid or unpaid. It must be a minimum of 40 hours. Experiential learning may include:

Working with a food manufacturing or retail company or other organizations in the food supply chain.

Working with a public health or consumer food advocacy organization on matters related to food law.

Working at a law firm on matters for food companies, retailers, consumers, or food advocacy groups.

Working with Federal, State, or local government legislative bodies or agencies in food-related areas.

Other food law related placements approved by the director of HLI.

Sub-Total Credits		40
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Advanced Research and Writing Project:

Students pursuing a HLC-CFL must complete their Advanced Research and Writing (ARW) paper on a food law topic approved by the director of HLI. This is preferably completed through a seminar but can also be completed through law review or independent study. Credits earned for the ARW are supplemental to the course work stated above.

Extracurricular Activities:

Students pursuing the HLC-CFL must participate in at least six extracurricular activities or events in food law. These activities may include seminars, lectures, conferences,

symposia, CLE's, (some offered by HLI or Food Law Center), state or local bar meetings or one-on-one meetings with food lawyers.

Notice of Intent:

Students are encouraged to apply early in their law school tenure. Declaring an intent to pursue the HLC-CFL creates no obligation to complete one. Students will work with an HLI faculty advisor to assist in structuring their HLC-CFL.

Mitchell Hamline J.D. students have the unique opportunity to earn both the Health Law Certificate and the Health Care Compliance Certificate concurrently without compromising access to important fundamental courses including those heavily tested on the bar exam.

Each student graduating with the Health Care Compliance Certificate, Health Law Certificate, and/or the Health Law Certificate with a Concentration in Food Law must complete their requirements checklist prior to graduation.

Questions?

Contact the Health Law Institute at healthlawinstitute@mitchellhamline.edu.

	Total Credits	50
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Health Law Institute Certificate

Degree Type
Certificate

Customize the Health Law Certificate to meet your career goals

Health Law is a rich and diverse practice area, encompassing health policy, transactional and corporate work, compliance and regulation, public health, and health care litigation, among others.

Mitchell Hamline's Health Law Certificate can be customized to meet your specific professional goals. It will provide you with a firm foundation through our advanced curriculum, experiential learning opportunities, and extracurricular activities intended to provide you with access to health law attorneys and networking opportunities.

This program has received an A+ rating by the National Jurist, and ranked #26 nationally by U.S. News & World Report, based on the extent of our curricular offerings.

HLC Curriculum and Requirements

Courses are taught by Mitchell Hamline faculty, as well as top industry professionals, who all specialize in health law. The Health Law Certificate is comprised of 10-12 credits. These credits count towards your J.D. degree, and many concurrently satisfy other J.D. requirements. To receive your certificate upon graduation, J.D. students are required to maintain a 3.0 GPA or higher in the program curriculum listed below. Note: J.D. students are not able to use their pass/fail option on a required certificate course, as this effects your certificate GPA.

1. Doctrinal Courses (8-9 credits)

Make sure to visit the HLI Course Schedule page to confirm course availability to be more planful with your schedule.

Course Code	Title	Credits
LAW-3280	Health Law Quality and Liability	3
LAW-3285	Health Law: Organization & Finance	3
	LAW-3000, LAW-3155, CLI-1030, or LAW-3240	2-3
Sub-Total Credits		8-9

2. Experiential Learning (at least 2 credits)*

Experiential learning is the cornerstone of the Health Law Certificate

Opportunities include:

Participating in the Medical-Legal Partnership: Health Law Clinic, where students have the opportunity to assist low-income clients facing legal challenges affecting their health.

Participating in a Health Law Externship where students have the opportunity to gain real-world experience in a health care setting from practicing health law attorneys.

Volunteering or a paid position in an approved health law setting (seek guidance from faculty health law advisor)

Completing a Health Law Residency: an intensive, high-credit fieldwork experience.

*Students may petition for an exception to this requirement if they are engaged in a position where they are exposed to significant health law, regulatory, or policy matters. You can email the HLI Program Administrator with inquiries about this exception.

Sub-Total Credits	2
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3. Advanced Research & Writing Project in Health Law

All students must complete an Advanced Research & Writing (ARW) paper as a requirement for graduation from Mitchell Hamline School of Law. Students wishing to earn a Health Law Certificate must complete an ARW project on a health law subject. This requirement can be completed through a seminar course or as an independent study. To meet this requirement, students must work with a Health Law Institute faculty member on their paper or get topic and advisor approval from the director prior to beginning the paper.

4. Extracurricular Activities

In addition to the 10-12 credits, students must participate in at least six extracurricular activities or events. These activities and events are intended to expose students to a variety of health law issues and topics and serve as exceptional networking opportunities. These activities and events may include lectures, conferences, symposia, CLEs, or breakfast/lunch meetings. They may be sponsored by MHSL, MSBA, or other schools or associations.

If you're looking for events to complete this requirement, here are some helpful external resources:

- Faegre Drinker's monthly legal webinar series on food law topics
- MSBA's Food, Drug, and Device Law section
- MSBA's Health Law Section
- The Network for Public Health Law hosts webinars and conferences

Students are required to keep track of the activities or events they attend, and report them on the requirements checklist for credit. You will need the title of the event, date, and brief description if not hosted by MHSL.

Notice of Intent

Students are encouraged to apply early in their law school tenure. Declaring an intent to pursue a Health Law or Health Care Compliance Certificate creates no obligation to complete one. It does, however, provide students access to a health law advisor who can assist with curricular decisions

and experiential learning opportunities. Students are strongly encouraged to meet with their advisor at least annually to ensure they are meeting all necessary certificate requirements.

Mitchell Hamline J.D. students have the unique opportunity to earn both the Health Law Certificate and the Health Care Compliance Certificate concurrently without compromising access to important fundamental courses including those heavily tested on the bar exam.

Requirements Checklist for JD Students

Each student graduating with the Health Care Compliance Certificate and/or the Health Law Certificate must complete their requirements checklist prior to graduation.

Questions?

Contact the Health Law Institute at healthlawinstitute@mitchellhamline.edu.

	Total Credits	10-12
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Law and Business Certificate

Degree Type
Certificate

Developing Lawyers, Leaders, and Entrepreneurs-at-Law

The Center for Law and Business Certificate is designed to help students build a legal education that matches their professional goals—whether that means practicing as a corporate attorney, taking on leadership or management roles, working in business operations, or forging a path as an entrepreneur-at-law.

The certificate provides a structured but flexible framework for selecting courses, externships, and experiences that align with each student’s individual career plans. It supports students pursuing both traditional legal careers and interdisciplinary roles that combine law, business, leadership, and entrepreneurship.

Students in the program are paired with faculty advisors, alumni, and professionals who bring real-world expertise across a range of industries. With their guidance, students design a focused plan of study grounded in business law fundamentals, practical experience, leadership development, and career strategy.

The Law and Business Certificate is not just an academic credential—it’s a tool to help students transition intentionally and confidently from law school into the professional world they are aiming to join.

Overview of Certificate Requirements

Students pursuing the Center for Law and Business (C-LAB) Certificate must complete a combination of coursework and practical experiences designed to align with their professional goals. The certificate requires nine credits in foundational courses (including Business Organizations, a transactions-focused course, and either Commercial Law Survey or Income Tax), plus twelve credits of electives.

Elective credits can be selected from a wide range of business-related courses, including offerings through other Mitchell Hamline centers including the Intellectual Property Institute, the Health Law Institute, and the Dispute Resolution Institute. Up to four of the required elective credits may be satisfied through approved practical experiences, such as clinics, externships, or other hands-on opportunities that integrate law and business skills.

Students may organize their electives around suggested career pathways, including:

- General Business and Small Practice
- Compliance
- Data Management and Technology
- Real Estate Development and Land Use
- Tax
- International Economic Development
- Sport and Entertainment Law
- Community Development Finance

Following a pathway is optional—students have full flexibility to design a course plan that best fits their specific career interests, whether traditional or interdisciplinary.

In addition to completing coursework and practical experience, students must engage in at least four business-related student activities during law school. Students must also complete the Advanced Research and Writing (ARW) requirement on an approved business law topic. If the ARW paper satisfies the academic expectations of another certificate program as well, a single paper may be used to fulfill the writing requirement for both certificates, provided the topic meets the substantive criteria of each.

To receive the C-LAB certificate, students must maintain a minimum 3.0 GPA across all certificate coursework.

A full description of eligible courses, pathways, practical experiences, and engagement activities is available in the Certificate Planning Worksheet.

Getting Started with the Law and Business Certificate

The Law and Business Certificate is open to all J.D. students at Mitchell Hamline. By starting the process early in your law school career, you'll receive personalized advising tailored to your interests, strengths, and professional goals. The process unfolds in several key steps:

Phase 1: Learn and Apply

Complete the Application Form: If the certificate aligns with your goals, fill out and submit the application form linked here.

Schedule Your Intake Meeting: Once you've submitted the form, schedule an intake appointment with the Center Director using this Bookings link: Book time with Vu-Dinh, Kim: CLAB Student appointment Please select a date that is at least one week from the time you book, to allow time for review and preparation.

Phase 2: Advising and Mentorship

Faculty Advisor Match: After your intake meeting, the Center Director will introduce you via email to a faculty advisor aligned with your interests.

Mentor Match: You will also be introduced to a professional mentor—either a Mitchell Hamline alum or a practitioner in your field of interest—who can support your professional development.

Bring Your Worksheet: You should bring your completed (or in-progress) Certificate Planning Worksheet to meetings with both your advisor and mentor, as it will guide the conversation and help ensure your plan supports your career goals.

Ongoing Check-ins: The frequency and format of future meetings will be decided between you and your advisor/mentor based on your needs and their availability.

Phase 3: Completion and Submission

Track Your Progress: Continue using the Certificate Planning Worksheet to record your coursework, practical experience, writing requirement, and student engagement activities.

Submit the Notice of Completion: Once you've met all certificate requirements and graduated, submit the Notice of Completion form found here, along with your final transcript.

Fall graduates must submit by January 15

Spring graduates must submit by June 15

Law and Business Certificate Requirements

Core Requirements – All 9 credits required

Course Code	Title	Credits
LAW-3340	Introduction to Business Organizations	3
LAW-2020	Transactions & Settlements: Drafting Agreements and Making Deals	3
LAW-3100	Commercial Law Survey	3
Sub-Total Credits		9

Elective Courses

Select 12 credits from the course list below.

Course Code	Title	Credits
LAW-2025	Business Regulation and Compliance	3-3
LAW-2010	Negotiation	3
LAW-2020	Transactions & Settlements: Drafting Agreements and Making Deals	3
LAW-3065	Business Entity Taxation	3
LAW-3170	Employment Law	3
LAW-3400	Lawyer as Business Owner	3
LAW-3165	Employment Discrimination	3
LAW-3140	Deals and Disputes	3
LAW-3330	International Business Transactions	3
CLI-1070	Clinic: Nonprofit Tax Planning	2-3
	Up to 6 credits from the Dispute Resolution Institute	6
	Course not listed if it relates to their selected pathway	
Sub-Total Credits		12

Practical Experience

Select 4 Credits or the equivalent from the list below.

Any practical experience courses taken in addition to this requirement may count as an elective.

Not-for-credit practical experience with a substantial foundation in law and business may meet the Practical Experience requirement subject to the approval of the Center Director. The not-for-credit practical experience must be approved by the Center Director before work begins, and must fulfill the equivalent of 4 law school credits. The Center Director may require documentation and/or reflective writings describing the time worked.

Course Code	Title	Credits
CLI-1005	Clinic: Business Law	1-2
CLI-1020	Clinic: Economic Inclusion	3
CLI-1025	Clinic: Employment Discrimination Mediation	3
CLI-1050	Clinic: Intellectual Property Law	1-3
CLI-1070	Clinic: Nonprofit Tax Planning	2-3
CLI-1035	Clinic: Immigration Law	1-4
CLI-1060	Clinic: Mediation	3
LAW-3410	Legal Practicum: Business Practice	5
LAW-3405	General Practice: Skills Practicum	3-5
	Moot Court or other law school competitions upon approval of Center Director	
	Other clinics or externships upon approval of director	
	Not-for-credit practical experience upon approval of Center Director	
	Sub-Total Credits	4

Student Engagement Requirement

Students must engage in at least 4 events in their law school tenure from the following list:

- Mitchell Hamline Business Law Society (student organization) membership
- Participation in business-related student competitions

- Events hosted by the Bar Association or other professional organization
- Business-related CLE and other event attendance
- C-LAB Field Trips
- Other activities, upon approval by Director

Writing Requirement

To obtain the Law and Business Certificate, the ARW (long paper) requirement must be in a topic that is approved by the Center Director. A student may complete the ARW requirement in the context of an Elective Course. For example, some of the following options have fulfilled this requirement for the CLB Certificate when long papers (or the equivalent) have been incorporated as required deliverables:

Course Code	Title	Credits
LAW-3410	Legal Practicum: Business Practice	5
LAW-3405	General Practice: Skills Practicum	3-5
LAW-3445	Mergers and Acquisitions	4
	Course not listed if upon approval by the Center Director	
	Sub-Total Credits	12-14

Students are encouraged to consult with CLAB advisors to identify methods for fulfilling this requirement.

GPA Requirement

To obtain the Law and Business Certificate, a student must have a cumulative grade-point average of at least 3.0 calculated at the time of graduation in the courses taken to satisfy the Law and Business Certificate requirements.

	Total Credits	37-39
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Native American Law and Sovereignty Certificate

Degree Type

Certificate

About the certificate

The Native American Law and Sovereignty Institute offers the Native American Law and Sovereignty Certificate to allow

students to explore the cross-cultural fields of Native American Law to include: Indigenous legal principles, Tribal law, federal Indian law, and the relationships between Tribal Nations and other governmental entities and systems. Through this certificate, students will gain foundational skills to practice in legal settings and fora involving Native American Law.

The Native American Law and Sovereignty Certificate is comprised of 18 credits as detailed below. All J.D. students may pursue this certificate. Students interested in this certificate should contact Professor EagleWoman to meet on the application process.

Foundational required courses (9 credits)

The prerequisite course, 4313 Native American Law, is offered synchronously each fall semester and is offered online, asynchronously each spring semester. The required courses below are offered asynchronously online.

Course Code	Title	Credits
LAW-3455	Native American Law	3
LAW-3355	Introduction to Tribal Law	3
LAW-4455	Advanced Topics in Native AmericanLaw	3
Sub-Total Credits		9

[LAW-3455](#): This course is a prerequisite for all other Native American law courses.

Native American Law Experiential Requirement

This requirement may be fulfilled by taking the [CLI-1065](#) Native Law Clinic: Tribal Code Drafting (4 credits) or through an approved externship.

Sub-Total Credits	3
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Writing requirement

Long Paper Requirement

As a requirement for graduation all students must complete a comprehensive research paper after their first year of law school. The paper is generally required to be written under the supervision of a full-time faculty member, and up to four independent study credits can be applied for.

This legal research paper must be approved by a faculty advisor on a Native American law topic and meet the Advanced Research and Writing (ARW) standards. This

requirement may be satisfied in the [LAW-3355](#) Introduction to Tribal Law course, other Native American law electives, a directed study under faculty supervision, or a law/journal paper under faculty supervision.

Native American law concentration and elective courses (6 credits)

Through faculty advising, students select an area of concentration to receive the certificate. The areas of concentration are chosen from one of these six area:

- Criminal law,
- Economic development and transactional law,
- Family law,
- Governance law,
- Litigation, or
- Natural resources management law.

Native American law electives and courses in the general law school curriculum may satisfy this requirement.

Course Code	Title	Credits
LAW-3335	International Indigenous Law	2-3
LAW-3310	Indian Child Welfare & Adoption	2
CMP-7080	National Native American Moot Courtan Law Student Association (NNALSA)	2
Sub-Total Credits		6

[LAW-3335](#) is irregularly offered in JTerm.

Advising requirement

Faculty Advisor

Students must meet with Professor EagleWoman to fill out the NALS Certificate application and to develop a plan of study for obtaining the certificate. Regular meetings with the advisor on the progress towards the Native American Law and Sovereignty Certificate are expected of the student.

Student engagement

Students pursuing the Native American Law and Sovereignty Certificate are encouraged to be actively engaged in extracurricular activities related to Native American law and sovereignty over the course of their law school career, through any of the following:

- [Mitchell Hamline Chapter of the Native American Law Student Association \(NALSA\)](#)
- [National NALSA Moot Court Competition](#)
- [Bar Association; or other professional organization memberships as a student member \(i.e., Minnesota Native American Bar Association \(MNABA\)\)](#)

	Total Credits	18
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Patent Law Certificate

Degree Type

Certificate

The Patent Law Certificate prepares Mitchell Hamline’s J.D. students to become leaders in the patent law community. It supplements the J.D. degree and demonstrates that a student has achieved patent-law competency, practical experience in patent contexts, and mastery of critical thinking and communications skills through a rigorous course of study, research and writing, and practical experience.

To earn the Patent Law Certificate, students must complete core and elective courses in a range of patent topics including Patents I and Patents II, Patent Prosecution, and International and Comparative Patent Law. Students must also obtain practical experience in patent law through either patent-specific clinic work, or a combination of externship and/or work experience in a patent-law specific work environment. The practical experience must be approved by the Associate Director of IP Institute, Professor Carl Moy. The Patent Law Certificate will be awarded to those students who have completed the following requirements plus all other requirements for a Juris Doctorate degree from Mitchell Hamline.

The following program description applies to on-campus students.

Course Requirements: To obtain the Patent Law Certificate, a student must complete the Core Patent Law Courses listed below as well as at least eleven (11) credits of electives from the Related Elective Courses listed below.

Core Patent Law Courses – 11 Credits

Course Code	Title	Credits
LAW-3470	Patent Law I	3
LAW-3471	Patent Law II	3

LAW-3475	Patent Prosecution	2
LAW-3350	Introduction to the International Patent System	1
Sub-Total Credits		9

Related Elective Courses – 11 Credits

Course Code	Title	Credits
LAW-3365	IP - Appellate Practice	3
LAW-3525	Trade Secret Law	2
LAW-3025	Antitrust	3
LAW-3530	Trademark Law	3
LAW-3120	Copyright Law	3
CLI-1050	Clinic: Intellectual Property Law	1-3
PUB-1000	Law Review	1-3
	IP Seminar	2
SEM-6060	Seminar: International and Comparative IP Law	2-3
LAW-3070	Bus of IP:Indep Film Production	2
	IP- Related Independent Study	2
	Or other Patent-related courses as they may be added to the Mitchell Hamline course catalog	
Sub-Total Credits		11

Practical Experience Requirement

To obtain the Patent Law Certificate, a student must demonstrate possession of practical skills directly related to the practice of patent law. Demonstration can be satisfied by (i) the successful completion of the [CLI-1050](#) Clinic: Intellectual Property – Patents course, or (ii) the successful completion of at least 200 hours of work in a patent law-specific work environment, through one or more internships or externships, or paid work in a patent law-specific work environment, such as a law firm or a corporate legal department. Where questions arise the student’s successful demonstration of practical skills will be determined by the Associate Director for Patent Law, as informed by this description.

Writing Requirement

To obtain the Patent Law Certificate, a student must complete a scholarly paper on a patent-related topic. The paper must meet the guidelines applicable to the Advanced Research and Writing (ARW) requirement for graduation from Mitchell Hamline School of Law and be approved by the Associate Director for Patent Law in addition to the regular assigned faculty (if different). A student may satisfy the Writing Requirement by completing a paper for a course that satisfies the ARW requirement through the IP Law Review Cybaris, Independent Study, or an IP Seminar, provided the subject of that paper is patent-related.

To obtain the Patent Law Certificate

The student must have a cumulative GPA of 3.0 or above.

Sustained Commitment to Professional Service Requirement

To obtain the Patent Law Certificate, a student must demonstrate a substantial commitment to service to the patent-law profession for a sustained period of time. Activities that can contribute to such a demonstration can include successful completion of a leadership role in SIPLA, MIPLA, the AIPLA, the IPL Section of the ABA, the Federal bar Association, or other patent-law related professional organizations. The candidate must demonstrate a commitment over multiple semesters. Where questions arise the student's successful demonstration of a substantial commitment will be determined by the Associate Director for Patent Law, as informed by this description.

Pro Bono Awareness Requirement

To obtain the Patent Law Certificate, a student must demonstrate an awareness of the professional requirement to provide pro bono services to users of the Patent System. This can be satisfied through participation in the IP Clinic – Patents, Legal Corps the Upper Midwest Patent Assistance Program, or other relevant activities.

	Total Credits	20
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Health Care Compliance Certificate

Degree Type
Certificate

Completely online. Earn J.D. credit. Scholarships available.

Our Health Care Compliance Certificate is designed for law students interested in developing core-competencies in the growing field of health care compliance. Mitchell Hamline's 11-credit program can be completed in just 11 months and will prepare you to skillfully lead and guide a health care organization through the complex maze of government laws and regulations, and champion an ethical corporate culture. Mitchell Hamline J.D. students are not eligible for this program.

Required Courses

Our cohort model is designed to bring law students together as an interactive group to create a dynamic learning environment. All visiting students must complete the program with a GPA of 3.0 or higher to receive the certificate.

Course Code	Title	Credits
LAW-3260	Health Care Compliance Institute	3
LAW-3255	Health Care Compliance Governance and Ethics	3
LAW-3270	Health Care Compliance Skills	3
LAW-3265	Health Care Compliance Laws and Reg	3
Sub-Total Credits		12

Mitchell Hamline School of Law is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A. 71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Admission Requirements

This program is designed for law students interested in developing core competencies in the growing field of health care compliance.

Students must be in good standing at an ABA-accredited law school in the United States.

Per ABA rules, students must have taken no more than 4 online credits in order to complete this program.

Students must apply with all requested deliverables.

Applications are due no later than July 15th, 2025 for the fall 2025 term.

Cost

No registration, application, or matriculation fees. Our program costs are very competitive, \$930/credit (total of 11 credits). Students are not guaranteed the tuition and fee rates for more than one year. Mitchell Hamline reserves the right to cancel any course that does not meet minimum enrollment requirements. For additional tuition information please email healthlawinstitute@mitchellhamline.edu.

Questions?

Please contact the Health Law Institute at 651-290-6316.

	Total Credits	12
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Courses

ABR-8000: Comparative Criminal Trial Practice

In Comparative Criminal Trial Practice: From the Classroom to the Courtroom – Barristers, Trial Lawyers, Judges, Jurors and Trials, students will work with British and US criminal trial lawyers and judges to explore the similarities and differences in the training of trial lawyers and judges. Students will analyze the practice, strategy and tactics of criminal trials from the British and US perspectives. The course will conclude in a jury trial during which the students will sit as jurors in a trial conducted by a British Barrister and a US trial lawyer. Topics include: • Regulating the law schools and the Inns of Court • Getting admitted the Practice of Law in the US and Britain • Trial practice, rules, strategies and tactics • How people are charged with crimes and the court process • Jurors • The Role of the prosecutor (Crown Council) and the defense attorney • The Role of judges • Decorum in the courtroom • Dressing for success: wigs and gowns • Getting paid

Credits	3
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ABR-8005: Comparative Immigration and Asylum Law, Practice and Procedure

In Comparative Immigration and Asylum Law: from persecution to protection, the course will provide an overview of temporary visa and permanent residence options available in the US and UK, including visa options created by trade treaties, that allow individuals to lawfully immigrate to the US and UK. The course will also provide an in depth overview of the asylum process in the US and UK, using a hypothetical scenario to illustrate differences between the two systems. For a majority of the course, students will have the opportunity to learn how an unaccompanied minor and a woman fleeing domestic violence would navigate the U.S. and U.K immigration systems and request asylum. Through a series of faculty-led discussions and small and large group exercises, students will examine the asylum process in both the U.S. and U.K. and legal protections in both countries for adults and children in asylum proceedings. Topics include: • Analyzing the legal definition of an “asylee” under the 1952 Refugee Convention; • Examining the persecution and hardship suffered by the client and conditions in the home country to evaluate if the client has a viable asylum claim; • Exploring legal protections afforded to unaccompanied minors seeking

asylum; • Weighing alternative forms of relief in addition to asylum; • Preparing an asylum application; • Representing clients in affirmative and defensive requests for asylum

Credits	3
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ABR-8010: Comparative International Business Transactions

Work alongside start-up business entrepreneurs located in the United States and England as they introduce an environmentally-friendly “eco-stove” that is great for camping and has sparked interest as an exciting tool to revolutionize development in third world countries. Advise the entrepreneurs on business, legal, and cross-cultural issues as they launch their business and explore global opportunities to supply the eco-stove in diverse regions of the world. In this simulation course, you will counsel, problem solve and negotiate on behalf of the start-up business entrepreneurs and address key issues including: Analyzing global business strategies Comparing opportunities and risks presented by the legal systems of the US and England Structuring business transactions Negotiating hot button provisions Drafting selected cross-border agreements Understanding cross-cultural elements of doing business deals Resolving legal, business and ethical issues

Credits	3
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ABR-8015: International Commercial Arbitration: Theory and Practice

The aim of this course is two-fold: first to provide groundwork theory in relation to arbitration and second, to work with students and assist them in developing advocacy skills. The course uses an interactive workshop format and it is divided into two closely interrelated modules. DRI Summer London course.

Credits	2
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ABR-8020: Introduction to U.S. Arbitration Law: Domestic and Intl Aspects

The foundation course covers the fundamental principles and themes of U.S. arbitration law. The course begins with a thorough introduction to the history and operation of arbitration including its constituent concepts and basic institutions, as well as customary practices. The Federal Arbitration Act (FAA), the governing U.S. statute on arbitration, is covered extensively along with the impact of contract freedom upon the elaboration of an American law of arbitration. In addition, the Uniform Arbitration Law for

states also is assessed. Several class sessions address the development of a doctrine of limited subject matter inarbitrability and the growth of arbitrator sovereignty as to jurisdiction, the conduct of proceedings, and the determination of the merits. Finally, problems relating to the enforcement of arbitral awards and other practical issues are addressed. The course includes a number of break-out sessions and a workshop component on drafting arbitration agreements. DRI Summer London course. Students are advised that academic credit for Introduction to U. S. Arbitration Law: Domestic and International Perspectives is not awarded if you have already completed Arbitration.

Credits	2
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ABR-8025: International Trade and InvestmentDispute Settlement

The legal environment for international trade and foreign investment has changed dramatically since the end of the Cold War. International trade and investment dispute resolution, in particular through international arbitration and other non-judicial dispute settlement mechanisms, has become increasingly common. Foreign investors are much more willing to pursue claims against host state, (e.g., for alleged expropriation or discriminatory behavior). Further, public international law principles must also be considered once a state is involved. Principles will be addressed such as state responsibility, expropriation and acts tantamount to expropriation, which comprises fair and just compensation, immunity from suit and immunity from execution. These public international law principles overlap somewhat uncomfortably with the commercial interests of foreign investors. Developments in investment arbitration and trade dispute resolution have been rapid in recent years. It is now crucial that academics and legal practitioners be aware of the complex international legal elements involved in the resolution of investment and trade disputes. DRI Summer London course.

Credits	2
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ABR-8030: International Comparative CriminalLaw - Business Fraud

This Criminal Law-Business Fraud course is an international comparative course. The teaching and learning delivery system is identical to the system used in the very successful and ABA recognized London summer school system. The course will utilize the technology successfully used at MHSL in its distance learning programs. The summer criminal course is intended as an introduction of the role of the lawyers in different systems. The purpose is to introduce

students to a global community of lawyers and legal systems. The course also provides students who are not able to travel internationally, an opportunity to experience international comparative law and practice. The course is intended to introduce students to the way different legal cultures address identical criminal law issues. The course is not intended to be an in-depth study of the many doctrines of criminal law and procedure.

Credits	2
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ABR-8035: Conflict Resolution from ReligiousTraditions

As a religiously, politically, and culturally diverse society, the people of Israel are searching for both traditional and new methods for resolving disputes that arise among individuals and communities. This course will explore traditional dispute resolution methods such as the Beth Din, Christian and Muslim courts, and Palestinian silha; the ways in which the Jewish, Christian, and Muslim religious traditions have shaped dispute resolution values; some of the major conflicts which face Israeli society today and the ways in which modern dispute resolution methods have been adapted to the cultures within Israel to resolve these conflicts.

Credits	3
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ABR-8040: Transitional Justice Kosovo& Beyond

Transitional justice – the emergence of a new justice-focused legal order following conflicts and massive underlying changes in political, social, and economic structures – could hardly be more timely or more important. Throughout the world, societies struggle to acknowledge historical truths, make just reparations and, through processes of reconciliation, find a way forward. This course will take our students into the heart of one such society, using Kosovo as a case study, and will examine and explore in depth the role of law in attempting to build a just society following the transition from Communism and the emergence of Kosovo as an independent republic following the Serbian-Kosovar wars of the previous decades. As a point of comparison, it will examine similar processes in the post-communist Czech Republic, post-apartheid South Africa and post-fascist Chile. It will also examine the same issues in post-Soviet Ukraine and discuss the prospects for the use of law as a means of reconciliation following the current war. We hope to use this course as a template for future courses focusing on transitional justice in other societies that have recently emerged from a conflict or period of repression of human rights. This course will have four main components: • The Theory of Transitional Justice • The Practice of Transitional Justice in Kosovo • Comparative Transitional Justice • The

Prospects for Transitional Justice in Ukraine This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously.

Credits	3
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ABR-8041: Kosovo Field Study

Kosovo Field Study

Credits	1
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CLI-1000: Resilient Practice for Clinic Students

This course is for students who are also enrolled in clinic course. It will help law students combat the negative effectives of vicarious trauma through resilient practice techniques. It will focus the interrelatedness of professional responsibility and self-care when zealously representing clients who have experienced trauma and/or are traumatized by their involvement with our legal system. Any student may register for this course with the consent of the instructor or if they are concurrently or previously enrolled in one of the following MHSL Clinics: - Child Protection Clinic - Civil Advocacy Clinic - Health Law Clinic - Immigration Clinic - Innocence Clinic - Legal Assistance to Minnesota Prisoners - Reentry Clinic - State Public Defender Post Conviction Clinic - Wrongful Convictions and Sentencing This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously. Take 1 as PreReq: CLI- 1010, CLI- 1011, CLI- 1015, CLI- 1030, CLI- 1035, CLI- 1045, CLI- 1055, CLI- 1075, CLI- 1080, & CLI- 1085

Credits	1
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Prerequisites
Any student may register for this course with the consent of the instructor or if they are concurrently or previously enrolled in one of the following MHSL Clinics: - Child Protection Clinic - Civil Advocacy Clinic - Health Law Clinic - Immigration Clinic - Innocence Clinic - Legal Assistance to Minnesota Prisoners - Reentry Clinic - State Public Defender Post Conviction Clinic - Wrongful Convictions and Sentencing This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously. Take 1 as CLI- 1010, CLI- 1011, CLI- 1015, CLI- 1030, CLI- 1035, CLI- 1045, CLI- 1055, CLI- 1075, CLI- 1080, & CLI- 1085

CLI-1005: Clinic: Business Law

In this experiential clinic, students will gain a glimpse at the practice of corporate outside counsel. Students will work directly with small business clients and practicing business and corporate lawyers to provide legal guidance. Clients are referred to the clinic or selected through a scholarship application process. Students may have the opportunity to work in a variety of business law matters that affect the small business owner, including choice of business entity; drafting formation documents; contract drafting; corporate dissolution; lease negotiations; employment law matters; and non-profit incorporation. While there is attorney guidance and oversight, this is not a lecture based clinic. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. Students may participate remotely in this clinic. For students who participate remotely, this clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/business-law-clinic/> Pre/CoReq: LAW- 2015 Take 1 as additional PreReq: LAW- 3016 OR LAW- 3340

Credits	1-2
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Prerequisites
<u>LAW-2015</u> and <u>LAW-3340</u>. May be taken concurrently

CLI-1010: Clinic: Child Protection

Students will represent parents and kin involved in the child welfare system in the district court, including trial if necessary, as a part of an interdisciplinary legal team. Student may also represent parents and kin on appeal. Law students are responsible for all aspects of their cases including client communication, drafting of court documents, all court appearances, and file maintenance. Students must be available to attend court hearings in the twin cities metro area throughout the semester. As our cases are primarily out of Ramsey County, students who plan to work in any division of the Ramsey County Attorney's Office cannot be simultaneously enrolled in the clinic. The child protection clinic representation seminar is taught in conjunction with child protection clinic policy seminar. The

seminar component focuses on substantive child protection law, oral and written advocacy skills, interdisciplinary practice, trauma-informed lawyering, policy reform, the legislative process, community engagement, and legal theory. This clinic is a full-year clinic that carries 3 credits per semester in the fall and spring. PreReq: LAW- 2015

Credits	1-5
Prerequisites	
LAW-2015 May be taken concurrently.	

CLI-1011: Clinic: Child Protection - Policy

Students will participate in all aspects of the legislative process, including community engagement around child welfare reform, policy research and brief writing, stakeholder organizing and communication, and bill drafting. Additionally, students will have the opportunity to work directly with members of the Minnesota legislature and lobbyists on policy reform that impacts families and children in Minnesota's child welfare system. Students will observe and participate in legislative hearings and will have the opportunity to testify at the Minnesota legislature. The child protection clinic policy seminar is taught in conjunction with child protection clinic representation seminar. The seminar component focuses on substantive child protection law, oral and written advocacy skills, interdisciplinary practice, trauma-informed lawyering, policy reform, the legislative process, community engagement, and legal theory. This clinic is a full-year clinic that carries 3 credits per semester in the fall and spring.

Credits	2-3
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CLI-1015: Clinic: Civil Advocacy

Students take full responsibility for representing clients under the close supervision of faculty. The course focuses on the challenges of representing real people in real matters in an ethical, reflective, and creative way. Goals include developing a critical understanding of legal process and a contextual understanding of clients' legal problems. Students interview and counsel clients, investigate facts, negotiate disputes, prepare trial memos and motions, and conduct administrative hearings and court trials. Cases cover a variety of subject areas, including landlord-tenant, unemployment compensation, employment, and consumer matters. The current affordable housing crisis has led to some focus on housing matters, including policy research and recommendations to neighborhood organizations and the City of St. Paul. Students meet weekly in seminar and also meet individually with faculty for supervision. Some

required activities (such as court appearances, investigation, and community meetings) take place during normal business hours, but most students are able to combine this clinic's work with their own employment and care-giving responsibilities. PreReq: LAW- 2015 Take 1 as additional PreReq: LAW- 2002, LAW 2002, LAW- 2003

Credits	2-5
Prerequisites	
LAW-2015 May be taken concurrently. Take 1: LAW-2000 or both LAW-2002 and LAW-2003	

CLI-1020: Clinic: Economic Inclusion

The Economic Inclusion Clinic is designed to give students experience in both transactional law and with some exposure to litigation as it pertains to preparation and evidence gathering for economic discrimination cases brought by impact litigation co-counsel. The EIC would focus various areas where there are disparities in access to opportunities, including but not limited to the following: · Financial Literacy Segment. This area would focus on the legal aspects of financial literacy. While I have found multiple organizations providing financial literacy covering what banks are looking for, I have yet to find materials that focus on the legal perspective, i.e., what banks are allowed to actually do and what many claim they are required by law to do. Students would provide financial literacy either in the form of one-on-one legal counsel, or community Know Your Rights workshops, in tandem with community-based partners who would organize workshops with grassroots partners that would recruiting the attendees and clients. Students would also draft model legislation. All deliverables would be combined and shared on the EIC's website. Students would learn Dodd-Frank laws and regs, get client experience teaching legal workshops, and legislative experience drafting statutes and working with lobbyists and legislatures. · Mortgage Discrimination litigation. The DOJ recently announced a campaign to tackle racial discrimination in mortgage lending. The clinic could work in tandem with this campaign to counsel clients and assist in fact gathering. This would give the students experience both in litigation and transactional law. · Social Entrepreneurship counseling and support. This piece would focus on working with potential existing social enterprises in structuring deals, or those needing legal counsel who are interested in undergoing B-labs certification, state benefit corporation incorporation, or forming as another hybrid business org structures with a double bottom line. Essentially, it would provide the students transactional legal experience working for businesses or nonprofits with a double bottom line of

being financially sustainable while addressing an important community-based issue. This clinic is by consent of the instructor. Contact Professor Kim Vu-Dinh kim.vu-dinh@mitchellhamline.edu for pre-approval. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the clinic orientation. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. Students may participate remotely in this clinic, except for the in-person orientation. For students who participate remotely, this clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/economic-inclusion-clinic/> A three-day orientation will be required for this clinic; exact details will be provided in the applicant interview. PreReq: LAW- 2015

Credits	3
Prerequisites	LAW-2015. May be taken concurrently. Recommended: LAW-3340.

CLI-1025: Clinic: Employment Discrimination Mediation

Students will represent employees claiming employment discrimination who have been referred to mediation proceedings. In a unique collaboration with the Equal Employment Opportunity Commission (EEOC) and the Minnesota Department of Human Rights, students help solve real clients' problems through alternatives to litigation. The clinic also provides an introduction to employment law practice and procedures. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/employment-discrimination-mediation-representation-clinic/> PreReq: LAW- 2015

Credits	3
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Prerequisites
LAW-2015. May be taken concurrently. Recommended: LAW-3170, LAW-3430, or LAW-2010.

CLI-1030: Clinic: Health Law

This clinic offers students the opportunity to represent individuals whose health is being affected by a legal concern. Because there are many social determinants of health, the clinic handles a wide range of case types. Students will gain experience in interviewing, counseling, and litigating client matters and interacting with health providers at a community health center. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/health-law-clinic/> PreReq: LAW- 2015

Credits	2
Prerequisites	LAW-2015. May be taken concurrently.

CLI-1035: Clinic: Immigration Law

Students represent indigent clients in administrative proceedings before U.S. Citizenship & Immigration Services, U.S. Consulates, Executive Office for Immigration Review and the Federal Court. Cases concern the immigration status of non-citizens. Students interview and counsel clients, research laws and regulations, write briefs, prepare application filings, prepare for hearings, and act as trial counsel at evidentiary hearings. Heavy emphasis is placed upon active representation of clients and cases that present novel and interesting issues of law and fact. Some required activities, such as court appearances and interviews, take place during normal business hours. This clinic may be taken for 2 or 3 credits. Registration is by consent of the instructor. Email a cover letter, resume, and unofficial law school transcript to Jennifer Dahlberg-Kowski Jennifer.Kowski@mitchellhamline.edu for preapproval. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. Students may participate remotely

in this clinic. For students who participate remotely, this clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/immigration-clinic/> PreReq: LAW- 2015 & LAW- 3300 Take 1 as additional PreReq: LAW- 2000, LAW- 2002, & LAW- 2003

Credits	1-4
Prerequisites	
LAW-2015 & LAW-3300. Take 1 as additional PreReq: LAW-2000 OR both LAW-2002 AND LAW-2003. Prereqs may be taken concurrently.	

CLI-1040: Clinic: Independent

Pre/CoReq: [LAW-2015](#)

Credits	1-5
Prerequisites	
LAW-2015.	

CLI-1045: Clinic: Innocence

Students work side-by-side with staff attorneys in the Innocence Project of Minnesota (IPMN) as they investigate and litigate inmates' claims of actual innocence. These investigations go to the heart of current issues in the criminal justice system, such as the reliability of eyewitness identification, the problem of false confessions, the use of snitches and informants, government misconduct, ineffective assistance of counsel, and forensic sciences including DNA testing. Class time is devoted to training and case work. Students are assigned cases and expected to gather source materials such as police reports and transcripts. They will organize and summarize those materials. After educating themselves about their cases, students will design and implement an investigative plan with their supervisor and pursue that investigation. This may include locating evidence, experts and witnesses. Students must be willing and able to meet with and interview witnesses at a variety of locations. Some local travel will be required. This clinic puts students on the cutting edge of scientific and social science issues that affect the practice of law in the criminal justice system as well as hands-on experience in managing and analyzing large-scale cases for

litigation. Students must have regular access to a computer with internet. Students will be required to track their hours on a cloud based software program. Students must also communicate regularly with IPMN staff via email. Students may not work for a prosecutor's office while in this clinic. There will be a single night weekend retreat required for students in this clinic. It will be held the weekend after Labor Day. This clinic is a full-year clinic that carries 3 credits per semester in the fall and spring. PreReq:LAW- 2015

Credits	3
Prerequisites	
LAW-2015.	

CLI-1050: Clinic: Intellectual Property Law

This course will provide students with direct experience working with clients and practicing attorneys in the areas of copyright, patent and trademark law. Students will apply their substantive learning of the law to related IP projects, where they will have an opportunity to hone their basic skills and theoretical understanding in various IP areas. Students with a particular interest in one of the IP focus areas will, to the extent possible, be assigned cases in that area. The Clinic will focus on representing clients in a broad array of IP matters, including filing and prosecuting patent and trademark applications before the USPTO, policy-making, and educating the business and arts communities on the essentials of IP protection. Students who are interested in representing clinic clients in patent matters before the USPTO must be eligible for admission to the patent bar. To participate in the USPTO clinical program, students enrolled in the clinic will need, in coordination with the IP Law Clinic, to apply for temporary registration to practice before the USPTO. The Clinic is offered as a year-long (fall and spring semester) course to provide students with the broadest range of opportunities to work with clients and before the USPTO. Students graduating after fall semester may take the Clinic for fall semester only, and any spring openings because of graduating fall students may be filled on a case-by-case basis. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to course the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. The classroom component for this clinic meets remotely and synchronously. This clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit

requirement) toward their J.D. degree through courses that are designated "distance education courses." Undergraduate transcript(s) and resume must be submitted to Sue McBrayer prior to the first day of class. For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/intellectual-property-clinic-patents/> PreReq: LAW- 2000, LAW- 2015, LAW- 3470, & [LAW-3471](#)

Credits	1-3
Prerequisites	
(Patent): LAW-2015, LAW-3470, LAW-3471. Additionally, LAW-3475 is required but may be taken concurrently.	
PreReq (Trademark): LAW-2015, LAW-3320, or experience in a law firm setting.	

CLI-1055: Clinic: Legal Assistance to Minnesota Prisoners

Students provide civil representation to indigent persons incarcerated in Minnesota. Students represent clients from interview through any trial. Cases include domestic relations, imprisonment-related matters (institutional grievances, parole, and detainers), and the full range of other civil problems including debtor-creditor, wills, contracts, torts, and civil rights issues. Students generally take the Clinic for two semesters; as a result, students in their final semester of law school cannot register for the LAMP Clinic for the first time without the express permission of the instructor. This clinic may be taken for 3 or 4 credits. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. The classroom component of this course meets in-person. For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/lamp-legal-assistance-to-minnesota-prisoners/> PreReq: LAW- 2015 Take 1 as additional PreReq: LAW- 2000, LAW- 2001, LAW- 2002

Credits	1-4
Prerequisites	
LAW-2015.	

CLI-1060: Clinic: Mediation

The Mediation Clinic provides students with an opportunity to use and develop their facilitative mediation skills by serving as mediators in Ramsey County Conciliation and

Housing Courts and community mediations through the Dispute Resolution Center (DRC). Students will also have the opportunity to assist the DRC in case development. Students will begin by observing Conciliation and Housing Court and mediation sessions and advance to participating as co-mediators, and ultimately as independent mediators, all under supervision. The clinic will be composed of approximately 40-45 hours of in-court (or community) casework; 30 hours of reflective and out-of-class work; and 18 hours of in-class time. Registration is by consent of the instructor. Contact Professor Sharon Press, sharon.press@mitchellhamline.edu for pre-approval. The classroom component for this clinic meets remotely and synchronously. In addition, students must have some availability during the day to provide mediation services. This clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/mediation-clinic/> Course meets remotely and synchronously. Remote synchronous courses are considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306. PreReq:LAW- 2015 Take [LAW-3220](#) OR LAW- 3430 as additional PreReq

Credits	3
Prerequisites	
LAW-2015. Take LAW-3220 OR LAW-3430 as additional PreReq.	

CLI-1065: Clinic: Native Law: Tribal Code Drafting

This course may be taken for a minimum of 4 credits with any additional credits subject to the instructor's approval. The Native Law Clinic: Tribal Code Drafting is available for upper-level students who have taken the pre-requisite Native American Law (formerly Federal Indian Law) course

and are interested in Tribal Law. Students in the Clinic will work on various approved legal development projects at the request of tribal governments and organizations. Typical projects include legislative drafting and reform, drafting and amendment of statutes, creation of western-style, traditional, and hybrid dispute resolution processes, and policy document development under the supervision of the instructor. This course is limited to 14 students per semester and is offered as part of Blended Learning. Note: This course is unavailable through online registration. To register, please contact Professor EagleWoman for the application form prior to the registration deadline. PreReq: LAW- 2015 & LAW- 3455

Credits	3-5
Prerequisites	LAW-2015 & LAW-3455.

CLI-1070: Clinic: Nonprofit Tax Planning

This is a clinic for students interested in working on tax issues or in representing clients from a planning perspective rather than from a dispute resolution perspective. Students work with course faculty, who are practicing attorneys, assisting eligible non-profit organizations in the process of qualifying, applying for, and maintaining tax-exempt status and related matters. In the course of representation, students interview and counsel clients; conduct negotiations; research tax law and related issues; and draft ruling requests, organizational documents and other tax-related documents. Students meet weekly in a seminar class in addition to working individually with supervising faculty. Some required activities (such as meetings with clients or other entities) might take place during normal business hours, but students have a great deal of flexibility to determine their clinic work time during the course of the semester. This clinic does not generally engage in tax controversy work such as audit, administrative proceedings and litigation representation. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to course the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. The classroom component for this clinic meets remotely and synchronously. This clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."For more information about this clinic, students should consult

the information on the clinic webpage:
<https://mitchellhamline.edu/clinics/tax-planning-clinic/>
Course meets in-person. PreReq: LAW- 2015 & LAW- 3305

Credits	2-3
Prerequisites	LAW-2015 & LAW-3305. May be taken concurrently.

CLI-1075: Clinic: Reentry

The United States incarcerates more people than any other country on the planet; it also releases more people from prison than any other country. As illustrated by Michelle Alexander's groundbreaking book, The New Jim Crow, individuals with criminal records suffer massive collateral consequences including, but sadly not limited to, job loss, homelessness, and family separation. The Reentry Clinic helps those individuals burdened with a criminal record fully reenter society by providing holistic representation to ensure recently released persons have the best opportunity to live a safe and fulfilling life. This work is on the cutting edge of criminal justice and provides insight into the next wave of restorative justice reform. Students provide direct representation to individuals in a whole host of legal matters, including family law, expungement, and civil rights lawsuits. Students will interview clients, draft pleadings and appear in court on behalf of the client. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. The classroom component of this course meets in-person. Pre/CoReq: LAW- 2000 & LAW- 2015

Credits	3-4
Prerequisites	LAW-2015. May be taken concurrently.

CLI-1080: Clinic: Criminal Appeals and Postconviction

The State Public Defender Postconviction Clinic offers students the opportunity to provide criminal legal representation to low income persons. Each student represents approximately four to six clients in a wide variety of criminal law cases, handling them from start to finish under the supervision of an experienced attorney at the Minnesota State Public Defender's Office. Students participate in all phases of practice, from client interviewing through any scheduled court hearings, and are exposed to a

law firm setting where they do their work. Typical cases include post-conviction motions on issues such as sentencing, restitution, conditional release, guilty plea withdrawal, parole and probation revocation, and end of confinement community notification. There may be the opportunity for appellate advocacy, as well as challenges to underlying convictions for persons facing deportation. Along with hands-on experience, classroom instruction on various aspects of practice is provided in the student's first semester. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. The classroom component of this course meets in-person. After the first class meeting, the classroom component will meet at the State Public Defender's Office (540 Fairview Avenue S., St. Paul). Students must be vaccinated or have an approved exemption on file with the dean of students. Note that all in-person activities will be subject to whatever COVID-related restrictions are in place at the time, i.e. masks, testing, etc. For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/state-public-defender-postconviction-clinic/> Course meets in-person. Pre/CoReq: LAW- 2015

Credits	3
Prerequisites	
<u>LAW-2015</u>. May be taken concurrently.	

CLI-1085: Clinic: Wrongful Conviction and Sentencing

Students in the Wrongful Conviction and Sentencing Clinic will work collaboratively on projects referred from the Minnesota Attorney General's Conviction Review Unit and study the systemic causes of wrongful convictions. The CRU was chartered in 2021 as an independent unit within the Attorney General's office to "conduct extrajudicial review of juvenile adjudications, criminal convictions, and sentences in cases with plausible allegations of actual innocence or manifest injustice." Students will investigate claims of wrongful convictions that have been pre-screened by the CRU and projects referred by the CRU. An accompanying classroom component will meet weekly to discuss assigned readings relating to systemic issues that lead to wrongful convictions and engage in collaborative "case round" discussions of clinic cases and projects. The clinic will require a minimum time commitment of 10-15 hours per week, inclusive of casework, the classroom component, and weekly

or bi-weekly supervision meetings with the professor. Most casework can be completed remotely, but some investigative work may require travel to Minnesota. This clinic is a full-year and may be taken for 3-5 credits per semester in the Fall and Spring. Registration is by consent of instructor. Contact Kate Kruse kate.kruse@mitchellhamline.edu to discuss and obtain approval. Online drop deadline: one-week prior to course start. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/wrongful-conviction-and-sentencing-clinic/> Pre/CoReq: LAW- 2015

Credits	3-5
Prerequisites	
<u>LAW- 2015</u>. May be taken concurrently.	

CLI-2010: Clinic: Child Protection (2nd Semester)

Credits	1-5
Prerequisites	
<u>CLI-1010</u> and instructor approval.	

CLI-2015: Clinic: Civil Advocacy (2nd Semester)

PreReq: CLI- 1015 & LAW- 2015 Take 1 as additional PreReq: LAW- 2000, LAW- 2002, LAW- 2003

Credits	1-2
Prerequisites	
<u>CLI-1015</u> and instructor approval.	

CLI-2020: Clinic: Economic Inclusion (2nd Semester)

This clinic is by consent of the instructor. Contact Professor Kim Vu-Dinh kim.vu-dinh@mitchellhamline.edu for pre-approval. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the clinic orientation. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. Students may participate remotely in this clinic, except for the in-person orientation. For students who participate remotely, this clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree

through courses that are designated "distance education courses." For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/economic-inclusion-clinic/> A three-day orientation will be required for this clinic; exact details will be provided in the applicant interview. PreReq: CLI- 1020 & LAW- 2015

Credits	3
Prerequisites	
<u>CLI-1020</u> and instructor approval.	

CLI-2035: Clinic: Immigration Law (2nd Semester)

This clinic may be taken for 2 or 3 credits. Registration is by consent of the instructor. Email a cover letter, resume, and unofficial law school transcript to Jennifer Dahlberg-Kowski Jennifer.Kowski@mitchellhamline.edu for preapproval. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. Students may participate remotely in this clinic. For students who participate remotely, this clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/immigration-clinic/> PreReq: CLI- 1035 & LAW-2015

Credits	1-3
Prerequisites	
<u>CLI-1035</u> and instructor approval.	

CLI-2045: Clinic: Innocence (2nd semester)

Students work side-by-side with staff attorneys in the Innocence Project of Minnesota as they investigate and litigate inmates' claims of actual innocence. These investigations go to the heart of current issues in the criminal justice system, such as the reliability of eyewitness identification, the problem of false confessions, the use of snitches and informants, government misconduct, ineffective assistance of counsel, and forensic sciences including DNA testing. Class time is divided among class

work, discussion of cases, and periodic guest speakers selected both for the general subject matter and for the specific cases under review. This clinic puts students on the cutting edge of scientific and social science issues that affect the practice of law in the criminal justice system as well as hands-on experience in managing and analyzing large-scale cases for litigation. This clinic is a full-year clinic that carries 3 credits per semester in the fall and spring. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. Students may participate remotely in this clinic. For students who participate remotely, this clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated 'distance education courses. PreReq: CLI- 1045 & LAW- 2015

Credits	1-3
Prerequisites	
<u>CLI-1045</u> and instructor approval.	

CLI-2050: Clinic: Intellectual Property Law (2nd Semester)

This clinic may be taken for 1-3 credits. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to course the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. The classroom component for this clinic meets remotely and synchronously. This clinic is considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." Undergraduate transcript(s) and resume must be submitted to Sue McBrayer prior to the first day of class. For more information about this clinic, students should consult the information on the clinic webpage: <https://mitchellhamline.edu/clinics/intellectual-property-clinic-patents/>

Credits	1-3
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Prerequisites**CLI-1050** and instructor approval.**CLI-2055: Clinic: LAMP (2nd Semester)****Credits** 1-4**Prerequisites****CLI-1055** and instructor approval.**CLI-2075: Clinic: Reentry (2nd semester)**

This clinic may be taken for 3 or 4 credits. Students may not register for more than one clinic during the same semester without the consent of both instructors. Students may not drop a clinic course online later than one week prior to the start of the semester. Students may drop through the add/drop deadline by using the drop form found on the registrar's website. The classroom component of this course meets in-person. PreReq: CLI- 1075

Credits 1-4**Prerequisites****CLI-1075** and instructor approval.**CLI-2085: Clinic: Wrongful Conviction and Sentencing (2nd Semester)****Credits** 3-5**Prerequisites****CLI-1085** and instructor approval.**CLI-6000: Clinic: Student Director**

Student directors will work in one of the Clinics and handle their own client caseload, as well as provide supervision to and collaboration with new clinic enrollees. Only students who have successfully completed one of the clinics are eligible to enroll as a student director for that clinic; enrollment is by invitation of the instructor upon advance application. With permission of the supervisor this course can be repeated once for credit. Students may enroll for 1, 2, or 3 credits with faculty approval.

Credits 1-4**CMP-7005: Cardozo Entertainment Law Moot Court**

PreReq: LAW- 3365

Credits**1-4****CMP-7015: Competition: AAJ Trial Advocacy**

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits**1-2****CMP-7020: Competition: ABA National Representation in Mediation**

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of

students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7025: Negotiation Competition

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7030: Competition: ABA Section of Taxation Law Student Challenge

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a

competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7035: Competition: ACTL Mock Trial

Credits	1-2
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CMP-7040: Competition: Bryant National Health Law Transactional

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7045: Competition: Giles Sutherland RichIntellectual Property Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission. Pre/CoReq: [LAW-3365](#)

Credits	1-2
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CMP-7050: Competition: Health Law RegulatoryCompliance

Credits	1-2
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CMP-7055: Competition: Hispanic National BarMoot Court

Credits	1-2
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CMP-7060: Competition: ICC International Commercial Mediation

Credits	1
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CMP-7065: Competition: International Patent Drafting

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which

teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7070: Jessup International Moot Courttoot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	3
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CMP-7075: McGee National Civil Rights Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	2
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CMP-7080: National Native American Moot Courtan Law Student Association (NNALSA)

The National Native American Law Students' Association (National NALSA) Moot Court Competition examines issues of importance to the Native American community. Students serve on two-person teams of their choosing. The problem is distributed on or by November 1st of each year, and each team is assigned to write an appellate brief (without any outside assistance) in support of either the appellant or appellee. This brief is typically due on the second Monday in January. Students then participate in the national competition held in late February. Per competition rules, students are required to be active members of the Mitchell Hamline NALSA Chapter to participate.

Credits	2
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CMP-7085: Competition: NBTA Tournament of Champions

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members

or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7090: Competition: New York City Bar National Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7095: Competition: Pace National Environmental Law Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	2
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CMP-7100: Competition: Rosalie Wahl Moot Court

Credits	1-2
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CMP-7105: Competition:Saul Lefkowitz Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of

client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission. Pre/CoReq: [LAW-3365](#)

Credits	2
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CMP-7110: Competition: SIU National Health Law Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Prohibited Course Description

Students cannot earn credit in both 8241 Family Mediation and 3040 Mediation

Credits	1-2
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CMP-7115: Competition: Transactional LawMeet

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members

or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7120: Competition: USPTO National PatentApplication Drafting

Credits	1-2
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CMP-7125: Competition: Willem C. Vis Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly

different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7130: Federal Bar Association Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Students who have tried out and have been selected for this competition may register for this course. Enrollment with instructor permission.

Credits	2
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CMP-7135: Giles Sutherland Rich I.P. Moot Court

Credits	2
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CMP-7140: Henry Manne National Moot Court

Credits	1
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CMP-7145: Hispanic National Bar Moot Court

Credits	1-2
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CMP-7150: Niagara International Moot Court

Credits	1-2
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CMP-7155: Pepperdine National Entertainment Law Moot Court

Credits	1-2
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CMP-7160: Saul Lefkowitz Moot Court

Credits	1-2
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CMP-7165: Tax Moot Court

Law school competition participation offers students the opportunity to develop and refine writing and speaking skills for academic credits with the assistance of faculty members or members of the bench and bar. The law school competitions at Mitchell Hamline consist of a series of interscholastic competitions throughout the year, in which teams of Mitchell Hamline students compete against students from other law schools. We offer three types of competitions. Appellate competitions require presentation of written appellate briefs and oral appellate arguments at a competition. Problem-solving competitions include client counseling, mediation, negotiation, and similar competitions. Problem-solving competitions require a demonstration of skills directed towards achievement of client interests. Typically, no brief is submitted for these competitions but for some problem-solving competitions, other written submissions are required. Finally, mock trial offers students a chance to try a simulated case. Teams of students prepare and try both sides of a case with volunteer members of the bench and bar serving as judges. We offer a variety of opportunities, and each competition is slightly different. Interested students are encouraged to reach out to the competitions director or program administrator. Students can also contact individual coaches. Enrollment with instructor permission.

Credits	1-2
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CMP-7170: Thomas Tang National Moot Court

Credits	1-2
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CMP-7175: Vale Corporate Law Moot Court

Credits	1-2
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CMP-7180: Williams Institute Moot Court

Credits	1-2
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EXT-1000: Externship: Administrative Law

Students will work closely with Administrative Law Judges at the Minnesota Office of Administrative Hearings in St. Paul to gain an understanding of the trial-type contested cases and rulemaking hearings. The class will cover the responsibilities of ALJs under the Minnesota Administrative Procedure Act and consider how due process principles apply to the enforcement and policy-making roles of state agencies. Students will observe contested case hearings and a rule hearing (if available), draft contested case decisions for an ALJ, and write four short externship reflection papers. Pre/CoReq: LAW- 2015 & LAW- 3000

Credits	1-4
Prerequisites	
LAW-2015 AND LAW-3000. May be taken concurrently.	

EXT-1005: Externship: Alternative Dispute Resolution

The ADR Externship gives students the opportunity to observe and participate in the work of lawyers who act as problem solvers with nonprofit community mediation programs. Community mediation programs assign trained volunteer mediators from local communities to facilitate for individuals and groups to resolve differences. Placements are available in MN Community Dispute Resolution Programs as defined in Minn. Stat. §494. After enrolling, students will be asked about their interests and availability for placement with a Center, and they may also need to interview with potential placement sites. Students will have opportunities to learn about community mediation, observe mediations and provide valuable support for the Centers. Having taken a Civil or Family Mediation Skills course is a prerequisite. Students also may create their own mediation externship in consultation with MHSL Career and Professional Development office and the professor to participate in this course. This course will meet five times during the semester. Specific meeting dates will be determined by the professor, after registration, based on students' availability. Course meets remotely and synchronously. PreReq: LAW- 2015 Take 1 as additional PreReq: LAW- 3220 OR 3430

Credits	3
Prerequisites	
LAW-3220 OR LAW-3430.	

EXT-1010: Extern:Attorney General Expungement

This is an externship with the Minnesota Attorney General's Office that includes a classroom component. Students will work in the Attorney General's criminal expungement division. Student will review court records, draft pleadings, and consult with prosecutors to determine an applicant's eligibility for a criminal expungement. Classwork includes reflecting on the work students perform while at the AGO, the need for the services provided, legal issues regarding criminal expungement, and other areas of law that directly impact the student's work. Enrolled students must send a resume and cover letter to Assistant Attorney General Nilushi Ranaweera at nilushi.ranaweera@ag.state.mn.us as soon as possible after registration. Participation in the course is not contingent on any screening by the Attorney General's Office, but the requested information must be provided and students may be asked to have an initial meeting with Ms. Ranaweera before the course starts. Failure to submit materials will result in being removed from the course.

Credits	1-6
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EXT-1015: Externship: Court of Appeals

To be waitlisted for this course, student must have at least a 3.5 GPA, participation in law review or with any student journal is preferred. Eligible students cannot be working or volunteering for any county attorney's office, public defender's office, or any private law firm. Students intern with judges of the Minnesota Court of Appeals and participate in a variety of court and clerking activities and attend appellate arguments. Students are assigned to individual judges by the Chief Judge. Students must have regular daytime hours available in order to fulfill the time requirements. The Court of Appeals accepts one student.This course may be taken for 3 or 4 credits.Registration by instructor consent only. To apply, students must send transcript, resume, and writing sample to Larisa Gehmie larisa.gehmie@mitchellhamline.edu, by listed submission deadline. To apply, students must have a 3.5 or better GPA or be in the top 15% of their class. Pre/CoReq: LAW- 2015

Credits	1-4
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EXT-1020: Extern: Criminal Justice - Defense

The participating students will be placed with Public Defender's Offices in the Metro Area. Because there will be court appearances required, the students must be available during the day and must be eligible to be certified as student attorneys under the Minnesota Student Practice Rules at the start of the externship. The State Public Defender has implemented a policy that does not allow law

clerks/student attorneys (whether volunteer, paid, or externs) to be placed with our offices if they are also working for a prosecutor's office during the same time frame. In addition to their onsite placements, the students will be required to attend a two hour seminar discussion. Students must be eligible for certification as student attorneys in Minnesota, which requires having earned at least 24 credits and being in good standing. Students may register for 2, 3, or 4 credits.For students who are not available to do the field work in person in Minnesota, they need to contact Professor Shawn Webb at shawn.webb@pubdef.state.mn.us within a week of registering for the class so that he can discuss placement options with you. This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously.

Credits	1-3
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EXT-1025: Externship: Criminal Justice - Prosecution

This externship involves students in numerous courtroom appearances on behalf of the prosecution in all phases of the misdemeanor case. Students prosecute misdemeanor cases and attend skills exercise classes. Each student, under the direct supervision of a practicing city attorney, observes and conducts the charging of cases, arraignments, pretrial conferences, court trials and, where possible, a jury trial. Classroom discussions consider both the prosecution and defense roles and focus on special areas of importance to the misdemeanor practitioner, with an emphasis on the DWI and Implied Consent Laws. PreReq: LAW- 2015 & LAW- 3115

Credits	2-4
Prerequisites	
LAW-2015. Recommended LAW-3115	

EXT-1030: Externship: District Court

Students intern with state court judges, magistrates or referees (occasionally with a federal judge). Students participate in a variety of clerking activities, attend chamber discussion, and observe trials and hearings. Class meetings will be held to discuss topics related to judicial ethics and the judicial process. Students must have regular daytime hours available in order to fulfill time requirements for the course. This course may be taken for 2, 3 or 4 credits.Students participating outside of the following MN counties: Anoka, Dakota, Hennepin, Ramsey, or Washington must line up their own placement for the semester. Students should contact Larisa Gehmie larisa.gehmie@mitchellhamline.edu to complete their placement form. Pre/CoReq: LAW- 2015

Credits	1-5
Prerequisites	
LAW-2015. May be taken concurrently.	

EXT-1035: Externship: Family Law

Students intern with family law practitioners engaged in various professional roles such as mediator, collaborative lawyer, guardian ad litem and traditional practitioner in private and public settings. During the semester, externs will meet regularly as a group with the faculty supervisor. These two hour meetings will encourage critical analysis and reflection. This course may be taken for 1 or 2 credits. Students may be placed in existing externships or may locate and propose their own placement. PreReq: LAW- 2015 & LAW- 3215

Credits	1-3
Prerequisites	
LAW-3215. May be taken concurrently.	

EXT-1040: Externship: General (Fall)

This course is reserved for blended program students.

Credits	1-15
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EXT-1045: Externship: General (Spring)

Credits	1-15
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EXT-1050: Externship: General (Summer)

Credits	1-12
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EXT-1055: Externship: Government Agency

The course is designed to provide students the opportunity to observe, participate in, analyze, gain insight into the functions of and reflect upon the work of a government agency lawyer. In their field placements, students will observe and participate in activities specific to the field placement, which can include transactions, appeals, rulemaking, legislation, policy and employment and labor issues. In addition to doing fieldwork, students attend a seminar on a regular basis during the semester. Students will bring their experience into the classroom for detailed analysis of the lawyers' work, function of the different agencies, the government decision making process, and the role of the government lawyer. Students interested in the

class will be directed to apply for the federal, state agency and local government agency externships that have been established by the Externship Director. Students may also find their own placements and may register for the course after receiving permission from the instructor. To apply, students need to contact the faculty. Selected government agency placements are posted on 12Twenty or students may line up their own placements. To register, students must contact Prof. Kate Kahlert at kate.kahlert@mitchellhamline.edu. This is a HyFlex course that will meet at the listed times. We are planning a portion of the students to participate in-person and a portion to participate remotely and synchronously.

Credits	1-4
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EXT-1060: Externship: Health Law

This course focuses on Externships in health law, healthcare compliance, and health policy. Contact the professor to explore Externships in hospitals, insurance companies, device makers, state agencies, federal agencies, and professional associations. In addition to the Field Placement work (45 hours per credit), students must attend a mutually- and periodically-scheduled seminar to discuss their externship experiences as well as legal, ethical, and professional issues raised by the professor. In between class sessions, students must complete written exercises assigned by the professor. This course may be taken for 3 or 4 credits. Registration by consent of instructor. Instructor will meet one-on-one with students. Meeting schedules will be determined by the instructor and each student.

Credits	2-4
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EXT-1065: Externship: Judicial

A student enrolled in an independent judicial externship is responsible for his or her own learning by working under the guidance of the judge and faculty supervisor. To gain credit, students need to follow the program criteria, including completing an Education Agreement. The Agreement must contain the student's learning goals and a description of field activities. Pre/CoReq: LAW- 2015

Credits	1-5
Prerequisites	
LAW- 2015.	

EXT-1070: Externship: Law and Business

This course is designed to provide students with the opportunity to observe, participate in, analyze, and reflect upon the work of a business lawyer or business professional. Students perform fieldwork under the supervision of a lawyer in a company or law firm setting. The professor has established relationships with some companies and law firms that regularly provide placements, but students are encouraged to seek placements of interest to them. Students meet as a group with the professor on a regular basis during the semester. Class sessions cover topics relating to the work of a business lawyer or business professional. Students interested in registering for the course must complete a placement preference form and obtain the professor's approval for registration. Students may not drop this course after being assigned an externship placement. This course is not available through online registration. Available by application only to Professor Vu-Dinh, kim.vudinh@mitchellhamline.edu. Students participating remotely must find their own placement to join this class. PreReq: LAW- 2015 & take LAW- 3340 as Pre/CoReq

Credits	1-5
Prerequisites	
LAW- 2015 AND LAW- 3340. May be taken concurrently.	

EXT-1075: Externship: Legislative & Lobbying

A government affairs career, as a form of non-adjudicative representation, is a rewarding non-traditional practice of law. Practitioners blend the traditional concepts of legal representation with the broader policy matters of legislative and administrative advocacy. During the course of the semester's classroom component, students will explore various aspects of legislative & administrative representation and the benefits lobbying can bring clients. The goal of the course is to expose students to many of the government affairs / non-adjudicative advocacy career opportunities available to them. Real life practice experiences will be brought to the students through the guest speaker forum as part of the classroom component. At a minimum, students will learn the "who, what, where, when & why" of a lobbying practice. They will be exposed to the realities of lobbying and passing legislation including practical matters such as accessing services from the Revisor of Statutes Office, client management, blending a traditional legal practice with a lobbying book of work, interaction with various participants in the legislative and regulatory arena, and how to best communicate to policy makers about various issues. This externship is graded pass/fail. The course includes a classroom component and considerable fieldwork. For each

credit registered, students will record 45 hours. Class meetings, research and complete assessments counts toward the hour commitment. To facilitate placement, students must provide the professor with a copy of their resume and preferences for placement (e.g. state agency, legislator, law firm lobbying practice, trade association or other non-profit). Self-selected placements are possible for students with connections at the Minnesota Capitol or within the lobbying community but must be coordinated with the adjunct professor and be consistent with the law school's requirements. Students must communicate with the adjunct professor regarding self-placement options prior to the start of the semester to avoid duplicate placements. Students may register for 1-4 credits.

Credits	1-4
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EXT-1080: Independent Externship

Independent Externship is a for-credit course, in which the student takes responsibility for much of his or her own learning by working in a field placement site under the guidance of a field supervisor (must have a J.D.) and faculty supervisor. Placement sites can be for profit or nonprofit entities, such as law firms, corporations, county and state offices and nonprofit agencies. To gain credit, students need to follow the program criteria, including completing an Education Agreement. The Agreement must contain the student's learning goals and a description of field activities. Pre/CoReq: LAW- 2015 For more information and for the Education Agreement Form, [click here](#).

Credits	1-6
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EXT-1081: Advanced General Externship

Advanced General Externship is a for-credit course, in which the student takes responsibility for much of his or her own learning by working in a field placement site under the guidance of a field supervisor (must have a J.D.) and faculty supervisor. Placement sites can be for profit or nonprofit entities, such as law firms, corporations, county and state offices and nonprofit agencies. To gain credit, students need to follow the program criteria, including completing an Education Agreement. The Agreement must contain the student's learning goals and a description of field activities. For more information and for the Education Agreement Form, [click here](#).

Credits	1-4
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EXT-1085: Independent Residency

The Semester in Practice Program provides students an opportunity to spend a semester doing legal work, for 30-40 hours a week, while fully immersed in a law office, government agency, legal department, or other law-related setting. In the field work component of the program, students pursue self-designed learning goals at an approved site under the supervision of onsite attorney mentors. In an accompanying academic component, working in collaboration with a Mitchell Hamline faculty member, students reflect on their field work experiences and relate them to larger legal, policy, and practice issues.

Credits	1-15
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IND-1000: Independent Long Paper

The independent long paper option is permitted only in limited circumstances. The student must first complete and submit the Independent Long Paper Petition and obtain approval from a supervising faculty member. Students must be in good academic standing and in their final two semesters to be registered for an independent long paper. Independent long papers are graded A-F and earn two credits. Students may not earn credits through independent research while completing their long paper requirement.

Credits	2-3
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IND-1005: Independent Research

The independent study offers students the opportunity to explore a specific legal topic under the supervision of a full-time faculty member. The work will involve the production of a significant research paper or comparable project. Students cannot earn credit in an independent study that duplicates an existing course in the curriculum.

Credits	1-3
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IND-1010: Internship with a Professor

The work of a law professor involves scholarship, teaching and service. Students will have the opportunity to work with a law professor on selected projects. The professor and student will agree on specific learning objectives and appropriate work product. Students will complete 50 hours of work for each credit earned. The student must submit a proposal that (1)describes the project(s) the student will be working on; (2)explains the specific tasks the student will be completing; and (3)lists the student's learning objectives for the semester.

Credits	1-3
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LAW-1000: Civil Dispute Resolution

Required. Provides an introduction to the civil justice system in the United States and the various methods of resolving disputes. Topics include: the Federal Rules of Civil Procedure, pleading, adjudication by motion, litigation and non-litigation remedies, personal and subject matter jurisdiction, choice of law between judge and jury, post-trial proceedings, judicial review, preclusive effects of judgments, and simple and complex joinder mechanisms. First year/foundational course, no online registration.

Credits	4
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LAW-1005: Constitutional Powers: Advanced Legal Reasoning

Covers powers of national government including judicial review and limitations on judicial power, separation of powers, Congress' commerce power, taxing and spending power, and power to enforce civil rights; reserved power of states to regulate and tax commerce; standing of parties and ripeness of disputes. First year/foundational course, no online registration. Course meets in-person.

Credits	3
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LAW-1010: Contracts: Transactional Law

Required. Offers an introduction in how to approach the law from a transactional perspective. Covers the general scope of the legal protection accorded promises. Topics include mutual assent, consideration, the effect of changed or unforeseen circumstances, conditions, courses of action open to aggrieved party upon other party's default, the statute of frauds, parol evidence rule, promissory and equitable estoppel, nature of remedies awarded in the event of a breach (expectancy, reliance and restitution, liquidated damages, and specific performance).

Credits	4
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LAW-1011: Contracts

Required. Covers the general scope of the legal protection accorded promises. Topics include mutual assent, consideration, the effect of changed or unforeseen circumstances, conditions, courses of action open to aggrieved party upon other party's default, the statute of frauds, parol evidence rule, promissory and equitable

estoppel, nature of remedies awarded in the event of a breach (expectancy, reliance and restitution, liquidated damages, and specific performance).

Credits	6
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LAW-1015: Criminal Law: Statutory Interpretation

This course examines the skill of statutory interpretation in the context of the legal and doctrinal underpinnings of the substantive criminal law. The course will address: the elements of crimes against persons and property, the theories justifying punishment, the principles of criminal responsibility, and the defenses to criminal liability. The course will also address the practical and ethical application of these principles. First year/foundational course, no online registration.

Credits	3
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LAW-1016: Criminal Law

This course examines the legal and doctrinal underpinnings of the substantive criminal law. The course will address: the elements of crimes against persons and property; the theories justifying punishment; the principles of criminal responsibility; and the defenses to criminal liability. The course will also address the practical and ethical application of these principles.

Students who have taken Criminal Law: Statutory Interpretation (course #1005) may not enroll in this course.

Credits	3
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LAW-1017: Criminal Law Problems & Tactics

Credits	2
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LAW-1018: Criminal Law Topics - Sanctions

This course examines the means by which government is empowered to sanction its citizens and the critical role the U.S. Constitution plays in limiting such governmental action. Available sanctions can take manifold form, ranging from the nominally "civil" sanctions of monetary fines and forfeitures, to the demonstrably "criminal" sanctions of imprisonment and death. After surveying the social, legal, and political rationales supporting government's role in exerting social control, the course will address these and other sanctions, and their constitutional limits, providing class members with an understanding of the evolving power of government in this realm.

Prohibited Course Description

Students are advised that academic credit for Introduction to U. S. Arbitration Law: Domestic and International Perspectives is not awarded if you have already completed Arbitration.

Credits	2
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LAW-1020: Foundations of Practice

This course introduces and explores the professional competencies that lead to a satisfying and successful professional career. Designed to familiarize students with the culture and realities of the legal profession, the course will help students identify the skills, experiences, and individual values that they will bring to their work as lawyers in the profession. Students will also gain an understanding of the importance of an attorney's reputation, health and wellness, and professional and ethical judgment in an increasingly challenging and demanding market. Students will also be exposed to the continually changing nature of the legal profession and our responsibility as members of the profession to advance our individual and collective skills and expertise in ways that meet the needs of an increasingly diverse client population.

Credits	1
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LAW-1025: Legal Analysis, Research, and Communication (LARC) I

Mitchell Hamline's required first-year Legal Analysis, Research, and Communication (LARC) courses teach skills foundational to understanding the law and representing clients effectively and responsibly. In LARC I, taken during the first semester, students learn to identify legal issues in a fact pattern, perform legal research, analyze statutes and cases, predict the probable outcome of a legal dispute, and communicate their legal analysis orally and in writing. Faculty provide frequent oral and written feedback and multiple opportunities for individual and team conferences. This course is reserved for first-year students.

Credits	3
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LAW-1026: Legal Analysis, Research, and Communication (LARC) II

Mitchell Hamline's required first-year Legal Analysis, Research, and Communication (LARC) courses teach skills foundational to understanding the law and representing clients effectively and responsibly. In LARC II, taken during the second semester, students refine their research skills, learn the fundamentals of oral and written advocacy, and

deepen their ability to communicate with diverse audiences. Faculty provide frequent oral and written feedback and multiple opportunities for individual and team conferences. This course is reserved for first-year students. PreReq: LAW-1025

Credits	3
Prerequisites	LAW-1025

LAW-1030: Legal Methods

Legal Methods focuses on essential skills that are necessary to succeed in law school and the practice of law. The course covers critical reading, case briefing, outlining, legal analysis, IRAC, time and stress management, health and wellness, and professionalism. This course is reserved for first-year students.

Credits	1
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LAW-1035: Property: Jurisprudential and Comparative Analysis

Examines basic concepts relating to ownership and possession of private property, in part through a comparative perspective. Addresses acquisition of property by find, adverse possession, and gift. Introduces possessory estates and future interests, concurrent ownership and marital interests, and the law of landlord and tenant. This course is only available to current first-year students.

Credits	4
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LAW-1037: Property II

Introduces basic concepts associated with real property transactions and title assurance methods. Covers land use controls imposed by courts (the law of nuisance), private agreements (servitudes), and legislative bodies (zoning). Surveys the law of eminent domain, with a focus on regulatory takings. PreReq: LAW- 1036

Credits	3
Prerequisites	LAW-1035

LAW-1040: Torts: The Common Law Process

Required. Encompasses common law, intentional torts, defenses and privileges, and negligence. First year foundational course, no online registration.

Credits	4
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LAW-2000: Advocacy

This course teaches students the basic skills all lawyers use in the representation of clients. Students observe and discuss demonstrations of advocacy skills and then practice these skills in a small-group setting. Performance exercises include deposition, direct examination, cross-examination, closing argument and final trial. Students also write an appellate brief and make an appellate argument. PreReq: [LAW-1000](#)

Credits	3
Prerequisites	LAW-1000

LAW-2002: Advocacy: Appellate

This course teaches the basic skills all lawyers use when writing and arguing persuasively. Students will write an appellate brief, receiving feedback and instruction in a small group setting. Students will then conduct an appellate argument on the issues they have briefed.

Credits	1
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LAW-2003: Advocacy: Trial

This course teaches students the basic skills all lawyers use in the representation of clients. Students observe and discuss demonstrations of advocacy skills and then practice these skills in a small-group setting. Performance exercises include fact investigation, direct examination, cross-examination, closing argument and final trial. Students must be able to attend all synchronous in-person sessions in order to enroll in this class.

Credits	2
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LAW-2005: Constitutional Liberties

Teaches advanced legal reasoning in the context of the federal constitutional limitations on the national and state governments including substantive due process, freedom of expression, freedom of religion, and equal protection. Course meets in-person.

Credits	3
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LAW-2010: Negotiation

This course will focus on developing skills through simulated negotiations, case studies, exercises and class discussion, with readings that emphasize practical application. The goals of the negotiation course include the following: 1) providing students with hands-on experience and practice in negotiating deals and resolving disputes; 2) sharing with students proven models and frameworks for effective negotiations; 3) exposing students to a variety of negotiation contexts and approaches; 4) acquainting students with the ethical and legal issues surrounding negotiation practice and implementation; and 5) giving students a broader perspective on a lawyer's role beyond the adversarial method to resolving conflict.

Credits	3
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LAW-2011: Negotiating & Drafting Business Agreements

Provides an in-depth analysis of what goes into effective negotiation and drafting of clear and concise business-related documents. Emphasis is on development of practical knowledge and skills to be of help to clients in business and financial matters.

In the Spring 2010 semester the focus will be on drafting the organizational documents for a group of dentists that are going to form a new group practice.

Limited enrollment

Credits	2
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LAW-2012: Negotiating and Resolving Complex Disputes

This course focuses on the more complicated aspects of negotiation and dispute resolution, particularly those disputes involving multiple parties and difficult, intractable conflict. Picking up where the Negotiation and ADR courses end, this course will utilize a single, complex simulated conflict. Students will role play various players within the conflict, negotiating with one another toward resolution of the dispute. Group discussions and lectures will be interspersed providing a mix of hands-on application with ongoing support and feedback. The course will include skills in defusing difficult conflict, navigating multiple stakeholder negotiations, and working through impasse and other barriers to resolution. PreReq: LAW- 2010 OR LAW- 3005

Credits	1
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LAW-2013: Negotiating the Complex Case

This course will examine the applicability of traditional negotiation theory to complex cases in a highly interactive, skills-based course. Complex cases examined will include multi-party negotiations, especially challenging counterparts, and high stakes disputes. Participants are expected to have already taken a foundation course in Negotiation, or to have significant negotiation experience to perform in, and benefit from, this advanced-level course.

Credits	1
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LAW-2015: Professional Responsibility

Required. Covers the legal profession and the ethical responsibilities of lawyers as they engage in the practice of law. Discussion focuses on situations arising in practice that present important problems of professional conduct, including the concept of service and responsibility that is one of the distinctive characteristics of the legal profession, and the development in the bar of educational and ethical standards.

Credits	3
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LAW-2020: Transactions & Settlements: Drafting Agreements and Making Deals

This skills course teaches negotiation, drafting, and client counseling in both the transactional and litigation contexts. The course focuses on how lawyers represent clients in negotiating and drafting contracts and settlement agreements. The course also covers ethical issues arising in deal-making. Examples are drawn from actual cases and deals from a variety of contexts, including business, civil rights, employment law, the entertainment industry, public affairs, and general litigation, and applied through simulations, short case studies, exercises, and class discussion.

Credits	3
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LAW-2025: Business Regulation and Compliance

This practice-oriented course provides an overview of key regulations impacting business operations and the compliance strategies businesses use to comply with such regulations. Topics include key aspects of corporate governance, elements of effective compliance programs and an overview of regulations in areas such as anti-corruption, environmental health and safety, trade compliance, data privacy and security, corporate sustainability, and health and safety. The course will also cover the federal sentencing guidelines, whistleblower legislation, and attorney ethical

obligations when faced with potential enterprise criminal activity. Students will benefit from a variety of business/compliance guest speakers sharing their experience in managing compliance related responsibilities. Students will also gain hands-on experience by applying the principles covered in the course through case studies and business focused writing exercises.

Credits	3-3
Lecture Hours	3

LAW-3000: Administrative Law

Clean water, safe food and drugs, stable banks, sensible land use, an open and accessible internet-these and many more aspects of modern American life depend largely on decisions made by unelected officials staffing administrative agencies at the local, state, and federal levels. This course examines the authority and procedures that these administrative agencies use to make law, investigate violations of the law, and adjudicate the application of the law to individuals and businesses. The course raises student awareness regarding the operation of the administrative state and important separation of powers and due process questions raised by ubiquitous administrative governance. Blended courses open to all J.D. students. Pre/CoReq: LAW- 1005

Credits	3
Prerequisites	LAW-1005

LAW-3005: Alternative Dispute Resolution

The vast majority of disputes are not resolved by formal court litigation. Indeed, even where parties begin their disputing in court, final case resolution rarely happens at trial by either judge or jury. Instead, parties reach settlement either on their own through direct negotiation or using the assistance of third party neutrals. For example, in Minnesota, district court rules effective for more than two decades require parties in most civil state district court actions to identify one of ten alternative dispute resolution (ADR) processes appropriate for use in the case. Similar ADR programs have been established in other US state and federal trial and appellate courts, as well as in countries throughout the world. Moreover, huge categories of disputes are virtually foreclosed altogether from the judicial system through contractual arbitration. Finally, many clients demand the use of ADR to manage conflict before formal disputes arise or choose to voluntarily utilize ADR when disputes emerge rather than proceed to court. Given these developments, all

lawyers have a professional and ethical obligation to understand ADR processes and make intelligent use of ADR resources for their clients. Accordingly, this course helps you understand conflict theory and the distinctions between problem-solving and traditional adversarial approaches to lawyering; prepares you to advise clients about dispute resolution process choice in deal-making and disputing contexts; teaches you how to effectively advocate in diverse ADR settings; and introduces you to contemporary ADR ethics, law, and policy issues, as well as the rich body of empirical research available for those interested in the field. Pre/CoReq: [LAW-2020](#)

Credits	3
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LAW-3010: Advising the International Humanitarian NGO

This course gives students a unique opportunity to work directly with a major international non-profit organization (Mano A Mano International Partners, [www.manoamano.org](#)) to help this client carry its work forward in two ways: (1) Provide legal guidance on issues that are of current concern to the organization, and (2) Research and prepare high quality advisory papers regarding legal issues that are broad concern to international non-profit organizations. Qualifying papers will be included in a publication that will be disseminated to the international development community. Students must plan to approach their projects with the discipline, rigor, and thoroughness expected of any legal professional retained by a client. This will sometimes require spending significant amounts of time outside of class developing and executing the project. Outside work may include conducting interviews and research, meeting with the client, attending class committee and sub-committee meetings, participating in group drafting and editing sessions, and planning presentations. This project will also provide significant challenges in the areas of project management, group communication, and group cohesion. As legal professionals, students will be required to log their time and submit final reports that detail their individual and committee contributions. Students will benefit from this course by immersing themselves in project(s) that, as a keystone course, “build on and integrate previous law school learning in doctrinal and skills courses” and call upon them to “take active responsibility as professionals addressing real-world challenges and to produce substantial, concrete products reflecting their learning.” Students will also have the satisfaction of knowing that they are engaged in meaningful work that will have a lasting impact.

Credits	3
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LAW-3015: Agency

This course addresses the essential concepts of agency law, including: actual authority, apparent authority, respondeat superior, duties of agent to principal and principal to agent, constructive agency. The course satisfies the agency law prerequisite for the Corporations course and is intended for students who wish to take that course without first taking the Agency, Partnership, and LLCs course. (Students who take this course and later decide that they wish to take Agency, Partnerships, and LLCs may do so. However, a student who has taken Agency, Partnerships and LLCs may not enroll in this course.) PreReq: [LAW-1011](#) & LAW-1042

Credits	1
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LAW-3016: Agency, Partnerships, and LLCs

This course begins with the essential concepts of agency law and proceeds to a survey of the most important forms of unincorporated business organizations: general partnerships, limited liability partnerships (LLPs), and limited liability companies (LLCs). Limited coverage is given to limited partnerships and limited liability limited partnerships (LLLPs). Topics include: for agency law -- actual authority, apparent authority, respondeat superior, duties of agent to principal and principal to agent, constructive agency; for general partnerships-formation, basic characteristics (including personal liability), management structure and power-to-bind rules, fiduciary duties, dissociation, dissolution, and winding up; for LLPs and LLLPs-creation of the liability shield, liability despite the shield; for LLCs-formation mechanics, basic characteristics (including liability shield and separate entity), management structure and the power to bind, fiduciary duties and the power of the operating agreement, the "pick your partner" concept and charging orders, distinguishing direct and derivative claims. Course materials include cases, statutes, and problems, and the course seeks to improve each student's ability to extract rules from case law, interpret and apply statutes, and apply abstract concepts to address real-world problems. Initial problems are straightforward. Later problems are more complex. No special background or expertise in business is necessary to take this course. The course gives a minimalist introduction to selected entity tax considerations, solely for the purpose of providing the context to what became the LLC/LLP revolution in business entity law. This course is one of two alternate prerequisites for Corporations. NOTE: Students who have taken Business Organizations may not take this course. However, students who have taken the one-credit Agency course may enroll in this course. PreReq: [LAW-1035](#) Take 1 as Pre/CoReq: LAW-1036 OR [LAW-1037](#)

Credits	3
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LAW-3020: Agricultural Law

Credits	2
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LAW-3025: Antitrust

Surveys the antitrust field and legal restraints on economic activity. Focuses on trade practices prohibited by the Sherman, Clayton and FTC Acts, including monopolization, price-fixing, distribution restrictions, boycotts, and tying. Brief review of price discrimination and mergers. Some knowledge of basic economics is desirable but not necessary.

Credits	3
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LAW-3030: Appellate Law and Practice

This course will cover all aspects of the appellate process, beginning with preparation for appeal in the trial court or administrative agency.

The course will address recurring problems in handling appeals, and will use problem-solving exercises and diverse readings in appellate law and practice.

It will address issues of appellate advocacy, both written and oral, but will not be primarily a skills course.

Grades will be based on several written assignments, active participation in (and preparation for) class, and a final exam. The written work will not satisfy the long-paper requirement. PreReq: [LAW-2000](#)

Credits	2
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LAW-3035: Arbitration Law

Although you may not realize it, you already are a party to numerous arbitration agreements. It is likely, for example, that contracts for your cell phone, internet service provider, apartment, favorite online seller, or employment include an arbitration clause. Are these clauses enforceable? Are any defenses available? Should we permit merchants, financial institutions, and employers to use binding mandatory arbitration clauses that contain class action waivers? Arbitration Law will answer these questions and more. The course will analyze relevant statutes such as the Federal Arbitration Act, proposed legislation like the Arbitration Fairness Act, and case law that defines arbitration. Students are encouraged to register for this course at the same time

as Arbitration Skills. Students cannot earn credit in both Arbitration Law and Introduction to U.S. Arbitration Law: Domestic and International Aspects.

Credits	2
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LAW-3036: Arbitration Law with Long Paper

Although you may not realize it, you already are a party to numerous arbitration agreements. It is likely, for example, that contracts for your cell phone, internet service provider, apartment, favorite online seller, or employment include an arbitration clause. Are these clauses enforceable? Are any defenses available? Should we permit merchants, financial institutions, and employers to use binding mandatory arbitration clauses that contain class action waivers? Arbitration Law will answer these questions and more. The course will analyze relevant statutes such as the Federal Arbitration Act, proposed legislation like the Arbitration Fairness Act, and case law that defines arbitration. Students are encouraged to register for this course at the same time as Arbitration Skills. Students cannot earn credit in both Arbitration Law and Introduction to U.S. Arbitration Law: Domestic and International Aspects. Students planning to satisfy the long paper requirement in Arbitration Law, and students who have already satisfied the long paper requirement and plan to write another long paper in Arbitration Law, should register for this 3-credit section.

Credits	3
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LAW-3040: Bankruptcy

An examination of the law and practice in bankruptcy. The topics to be covered include exemptions, property of the estate, the automatic stay, treatment of leases and other contracts and preferences and other trustee avoiding powers, with an emphasis on Chapter 7 liquidations and Chapter 13 consumer payment plans. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	2
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Prerequisites

LAW-3500

LAW-3046: Bar Preparation Strategies: MBE & MEE

Bar Prep Strategies: MBE and MEE is available to students during their last spring semester of law school. It centers on two parts of the UBE, the Multistate Essay Examination (MEE) and the Multistate Bar Examination (MBE). While this course does not replace the need to take a commercial bar prep course, it does provide early preparation to help students learn key legal principles tested on the bar exam and bar exam-taking techniques and strategies. Through this course, students will work to master their skills through lecture, modeling, completion of past bar exam questions, written feedback, and self-reflection. Students will also strategically plan their approach to their bar exam preparation post-graduation to ensure passage. While this course is required for some students, it is open to all students. This course includes a \$15 course fee to cover the cost of purchasing past Bar Exam questions from the National Conference of Bar Examiners.

Credits	3
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LAW-3047: Bar Preparation Strategies: MPT

This course is designed to teach, reinforce, and enhance the skills that are necessary for successful completion of law school and bar passage. Through completion of MPT problems, students have the opportunity to master the skills of critical reading, legal analysis, and IRAC.

Credits	2
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LAW-3050: Beyond Listening: Skills Essential To Managing Conflict

Listening may begin with the senses, but deeper listening goes beyond words to include a more alert state of awareness where insight is not confined by what is heard or limited to what is perceived. Listening is a foundational capacity that is often overlooked, underutilized and absolutely imperative to good lawyering & the ability to navigate conflict. This course will explore ways students can use an increased self awareness to listen more fully, cultivate techniques for maximizing attention, build on emotional intelligence and strengthen cognitive faculties. Using readings other than case law, didactic interchange, open class discussion, experiential exercises, and creative writing paired with an oral presentation, students will develop a presence with depth and awareness that is dramatically

different from the traditional, narrow, adversarial perspective, and which will enhance advocacy, dispute resolution, and sense of well-being.
Enrollment limited to 24.

Credits	2
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LAW-3055: Biomedical Ethics

Covers the major issues in biomedical ethics today in a problem format. Among these issues are the concepts of health, disease, autonomy and paternalism, physicians' obligations and patients' rights, informed consent, human experimentation, the treatment of defective newborns, organ transplantation, refusal of life-prolonging treatment, abortion, surrogacy, AIDS, and allocation of scarce resources. Student participation is active and ongoing. Limited enrollment. PreReq: LAW- 2006 & LAW- 2015

Credits	3
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LAW-3060: Bridging and Bonding: The Power and Practice of Dialogue

Constructive conversations about divisive issues are often in short supply in the US today, especially where the issues touch on differences of identity, values, religion and fundamental worldviews. Patterns of dysfunctional discourse have corroded relationships in families, organizations and society at large, preventing people from living and working together in the most beneficial ways. This class will explore the theory and practice of Reflective Structured Dialogue (RSD), an approach to deep identity differences with roots in family therapy, communications theory and interpersonal neurobiology. Created in 1989 by the Public Conversations Project, RSD provides the means for opponents to shift their communication practices and change their relationships while retaining their passionate perspectives. It has been refined in conflicts over abortion, sexual orientation, gender, social class, religion and race as they present in organizations and in society at large in the US, Nigeria, Liberia, Burundi, Mexico, The Philippines and many other countries. We will examine the theory and roots of the dialogue field in general and RSD in particular. Learning modalities will include lectures, readings, case studies, role plays, and video clips. Special emphasis will be given to achieving clarity of purpose, preparing participants, and using structure and agreements to prevent in-meeting problems and enable people to speak and listen in fresh and constructive ways.

Credits	1
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LAW-3065: Business Entity Taxation

Surveys the federal income tax consequences of major events in the "life" of a business for businesses and their owners, including formations, contributions, operations, distributions, redemptions, and liquidations. This course compares taxation of Subchapter C ("regular") and Subchapter S ("small business") corporations, partnerships, limited liability companies, and limited liability partnerships. Students spend significant time on statutory and transactional interpretation, and along the way consider policy, political, and institutional factors that determine how the federal "system" of business taxation is structured and enforced. This course is valuable both for students interested in business law who do not plan to specialize in taxation and for prospective tax specialists who want an overview of business entity law taxation. PreReq: LAW- 3305

Credits	3
Prerequisites	LAW-3305

LAW-3070: Bus of IP:Indep Film Production

Independent Film Production will focus on the many legal and business aspects involved in the production of an independent film including, but not limited to: business creation; production development; financing; copyright clearance, acquisition, and licensing; contract negotiation and drafting in all aspects of production; union issues; film distribution; and many other related subjects. The course will be a mixture of the law relating to each aspect of independent film production and a discussion of the real world application of the skills required to move an independent film from concept to completion to distribution. Course meets remotely and synchronously. Remote synchronous courses are considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83 credit requirement (43 under the 86 credits requirement) toward their J.D. degree through courses that are designated distance education courses.

Prohibited Course Description

Students may not have taken or be registered for LAW 2001

Credits	2
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LAW-3075: Child Abuse and the Law

This course is for students who have an interest in public service and children's issues. The course is designed to provide an overview of the prosecution process in civil and

criminal cases involving child abuse and neglect. Students will learn the internal path of both a criminal child abuse case, as well as the civil process for protecting children from further abuse or neglect. This course will explore the necessity of working with a multidisciplinary team of professionals in preparing a case for the court process, as well as the necessary skills needed to communicate with child victims. The course will require observation of a criminal and civil child abuse case. Grades will be based on an exam, short papers and practice exercises, and class participation.

Credits	3
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LAW-3080: Child, Parent, and the State

This course discusses the legal relationship between children, parents, and the state, specifically dealing with statutory and constitutional rights of children and families in the juvenile justice system, civil proceedings of abuse and neglect, and education. It further examines federal and state governments' regulation of families and children in the context of various cultures, and explores the notions of parens patriae and strict scrutiny and whether there are situations in which the government extends its reach too far. This course will offer students an opportunity to review and discuss the notions of "children's rights" and "best interests" from various perspectives. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously. Source: ABA Standard 306(a). PreReq: LAW- 2005

Credits	3
Prerequisites	LAW-2005

LAW-3090: Civil Rights

This course examines the many ways in which civil rights laws are enforced and implemented. It is an overview of various areas of civil rights law, including 42 U.S.C. §1983; the Voting Rights Act; Titles VI, VII, and IX; state human rights statutes and constitutions; and the Americans with Disabilities Act. The course also covers defenses and

limitations to liability (including qualified immunity and municipal liability), remedies, and procedural considerations. The course will trace the history of civil rights, analyze different models of civil rights lawyering, and explore the role that litigation can play to promote social justice. The prospects and challenges of transformative lawyering will remain a central theme throughout the course. This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously. PreReq: LAW- 1005 & LAW- 2006

Credits	2
Prerequisites	LAW-1005 AND LAW-2005

LAW-3095: Client Interviewing and Counseling

Students will develop skills of initial client interviewing, assessing client's goals, developing and evaluating alternative strategies for achieving those goals, helping clients make decisions, and other aspects of effective continuing client communication. Students will use video, demonstration, simulation, critique and personal reflection to build these skills.

Credits	2
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LAW-3100: Commercial Law Survey

This course surveys Sales and Leases, a primary area covered by the Uniform Commercial Code. The course will introduce students to the UCC, a distinctive set of statutory provisions governing commercial transactions, and Article 1, which provides definitions and rules that apply throughout the Code. The course will also build on the foundation of concepts and topics covered in Contracts: Transactional Law, exposing students to key provisions of Articles 2 and 2A governing the sale and lease of goods. Finally, the course will survey the rights and liabilities that arise from payment by credit card, debit card, checks and other negotiable instruments. The course may also include treatment of Payment Systems, with attention focused on key provisions in Articles 3 and 4.

Credits	3
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LAW-3105: Conflict Coaching

The capacity to engage in conflict is an essential skill for leaders, managers, and teams in all organizations. Developing this capacity requires self-awareness, reflection,

self-management, and the relational intelligence to work through tensions that arise in the normal course of working side-by-side with others. Conflict specialists must also have this capacity in order to assist others in moving through conflict situations. An effective means of helping others to develop the capacity to engage with one another is through the use of coaching. Coaching is defined by the International Coaching Federation as: "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential." The use of coaching is growing as a means of assisting single parties, groups, and teams to intentionally assess and move through conflict and strengthen working relationships. Coaching skills can be embedded into existing professional roles to facilitate behavior change and enhance professional maturation. Professional coaching can also be provided as a distinct service within a broader professional practice portfolio. Conflict coaching can be used as an adjunct or alternative to mediation and facilitation and as a supplement to teambuilding and training programs to assist with the transfer of learning to the work environment. Conflict coaching can also be integrated into a professional coaching practice working with executives, leaders and teams to better address conflict dynamics within organizations. This course will introduce students to the fundamentals of coaching and applications of coaching skills to conflict situations. The course will provide students with an overview of professional coaching practice and how conflict coaching can serve as a means of assisting individuals, leaders, and teams to move through complex conflict dynamics. This course is experiential, and students will practice core coaching competencies while reflecting on and growing their own capacity to better understand the habits and patterns that impact the ability to engage with others. Various models will be incorporated for framing the use of coaching including: Bridges Transitions Model, Theory-U, Self-As-Coach, Complex Adaptive Systems, Karpman Drama Triangle, and Horizontal and Vertical Adult Development. Students will be required to keep a reflective practice journal and submit a paper applying a coaching approach to a real-world scenario.

Credits	2
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LAW-3110: Con Crim Pro: Adjudication

Provides an introduction to federal constitutional rights that arise in the criminal trial process, including the rights surrounding the charging decision, pre-trial release, speedy trial, discovery, guilty pleas, the right to counsel, jury selection, sentencing, [double jeopardy,] and post-conviction challenges. Course meets remotely and synchronously. Remote synchronous courses are considered a distance

education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	2
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LAW-3115: Con Crim Pro: Investigation

Provides an introduction to federal constitutional limitations on governmental power to investigate crime, including stopping and detaining people, arrest, frisks, searches and seizures, custodial interrogations, right to counsel, identification procedures, and confrontation.

Credits	3
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LAW-3120: Copyright Law

If we are truly in the Information Age, then individuals and businesses need to know how to protect their information. Copyright law provides one means of doing so. This course provides an in depth examination of the core principles of U.S. copyright law, including copyrightable subject matter, ownership, infringement, remedies, and defenses. It also explores related rights such as the Visual Art Rights Act of 1990, the Audio Home Recording Act of 1992, and the Digital Millennium Copyright Act of 1998.

Credits	3
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LAW-3130: Critical Race Theory: A Crash Course

In this course students will engage with the key texts that formed the movement, as well as emerging scholarship. Students will be engage in several close readings of modern issues, policies and events of local, regional, national or international concern. The primary texts in this course are works of critical theory as will likely take several reads for full and deep comprehension. Significant time will be necessary to reading, comprehension, reflection and individual and group critique.

Credits	2
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LAW-3135: Cross-Cultural Dispute Resolution

This course examines how obvious and not-so-obvious cultural difference impacts resolution of inter-personal and inter-state (international) disputes. Specifically, the course will bring an international perspective to understanding the impact of culture in the most commonly used international and domestic dispute resolution processes (negotiation, mediation and arbitration). It will follow a three-step approach to know and understand the influence of culture on decision-making, including: awareness and knowledge of one's own culture; knowledge and understanding of another party's culture; and knowledge and impact of either on the desired goal/outcome of the dispute. This course will help students be more culturally aware and better equipped for effective participation in dispute resolution processes that increasingly involve different languages, customs, values, nationalities, and states of origin.

Credits	2
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LAW-3140: Deals and Disputes

In this intensive simulation course, students will learn how lawyers use the law to help shape deals and resolve disputes. Students will gain hands-on experience in reviewing critical client documents, identifying and researching business and legal issues, counseling clients in person and in writing, negotiating, drafting, and working collaboratively. The course also addresses professionalism in the deal-making context. Students will research and write on a range of related doctrinal issues, including business law, international law, employment law, and other legal topics. Blended courses open to all J.D. students.

Credits	3
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LAW-3145: Decision Making in a Chaotic Reality

Professionals in today's chaotic world must develop the skills necessary to handle those inevitable situations in which external events intrude upon, and interfere with, the professionals' abilities to make clear and appropriate decisions. These situations of uncertainty can easily deteriorate into crises. If not handled correctly, they also can cause irreversible damage to relationships. In order to be effective in such situations, conflict professionals must possess the capacity to collect, assess and adapt new and changing information. They must also develop their creative capacities and vision to take into account and address the consequences for the future ("the day after"). Using the most contemporary tools and methodologies for creative problem solving, students will develop the skills needed for making good decisions in a chaotic reality.

Credits	1-2
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LAW-3146: Chaotic Reality& Challenging Convos

Professionals in today's chaotic world must develop the skills necessary to handle those inevitable situations in which external events intrude upon, and interfere with, the professionals' abilities to make clear and appropriate decisions. These situations of uncertainty can easily deteriorate into crises. If not handled correctly, they also can cause irreversible damage to relationships. In order to be effective in such situations, conflict professionals must possess the capacity to collect, assess and adapt new and changing information. They must also develop their creative capacities and vision to take into account and address the consequences for the future ("the day after"). In addition, professionals must be proficient in tackling challenging conversations. Using the most contemporary tools and methodologies for creative problem solving, students will develop the skills needed for making good decisions in a chaotic reality. Mastering these skills offers the possibility of negotiation success even when your negotiating partners do not share your aspiration to collaborate. Students who completed Challenging Conversations (1 cr.) and/or Decision Making in a Chaotic Reality (2 credits) will be precluded from taking this course.

Credits	2-3
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LAW-3150: Dispute Systems Design

Systems thinking and design thinking are critical skill sets for leaders and changemakers. Dispute systems design applies these skills to the study of conflict, dissecting and reconstructing the processes by which we prevent, manage, and resolve disputes. In this course, we will analyze at least five distinct dispute systems from a variety of contexts and disciplines. Through readings, exercises, case studies, and discussions, we will assess how they were designed and whether they were designed effectively. We will examine design principles including: procedural fairness; stakeholder identification, communication, and assessment; clear and well-articulated purpose(s); checks and balances; and feedback loops. While legal dispute systems will be addressed, students will also examine systems that are alternative to, and in many cases categorically and intentionally separate from, legal procedures. At the conclusion of the course, students will have the opportunity to propose changes to a dispute system of their choosing.

Credits	2
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LAW-3155: Drug and Device Law

This course examines the role of the Food and Drug Administration in the regulation of prescription drugs and medical devices, the tort liability of drug and device manufacturers, the novel legal issues that arise from the acknowledged risks and side-effects associated with the use of such products, the role of physicians in prescribing them, and the policy-based legislative limits on the liability of those who develop and manufacture them. The course may also include a discussion of the economics of new products innovation.

Credits	2
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LAW-3160: Elder Law

This course examines legal, ethical, and social issues raised by our nation's growing elder population. Focus is on the practical application of concepts in Elder Law. Special attention is given to: (1) ethical issues in elder representation; (2) family issues, such as grandparent rights and marriage; (3) retirement; (4) property management, including joint ownership and financial accounts, trusts, and estate planning; (5) alternative decision-making, including health care directives, powers of attorney, and guardianship and conservatorship; (6) managing and paying for health care, including Medicaid, Medicare, and long-term care insurance; (7) health care options and licensing and regulation of health care and housing providers; (8) elder abuse, neglect, and financial exploitation; (9) remedies, such as criminal, administrative, and civil remedies, including medical malpractice; (10) elder mediation; and (11) end-of-life issues, including POLST and physician aid in dying. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	2
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LAW-3165: Employment Discrimination

Examines state and federal law governing employment discrimination, recent case law and statutory developments, and explores practice areas, e.g., enforcement agencies, plaintiffs' and defendants' representation, judicial and

legislative process. Course meets remote synchronously. Remote synchronous courses are considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	3
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LAW-3170: Employment Law

Surveys the common law and selected state and federal statutory schemes that regulate the employment relationship in the United States. Specific topics the course may explore include: erosion of the employment-at-will doctrine by state court decisions; employee hiring and discharge; federal and state fair labor standards acts; employee privacy rights; occupational safety and health acts; worker's compensation; and a variety of fringe benefit regulations. This course does not emphasize the anti discrimination statutes such as Title VII or labor management relations statutes such as the National Labor Relations Act. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	3
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LAW-3175: Energy Law

The energy industry is heavily regulated yet energy law is a rapidly changing field. The goal of this course is to provide an overview of energy law by examining selected topics in the law of extraction, generation, and distribution of energy resources in the electric, natural gas, and oil industries. This course does not address the transportation industry. This course concentrates on the role of state and federal

agencies, the balance between regulation and competition, and the transition to renewable energy. Taking Administrative Law prior to this course is recommended, but not required. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Prohibited Course Description

Students cannot earn credit in both LAW- 3220 Family Mediation and LAW- 3430 Mediation

Credits	2
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LAW-3180: Environmental Law Survey

This condensed online introduction to environmental law surveys the common law, statutory and regulatory foundations of U.S. environmental regulation. Topics are drawn from federal regulation of air, water, and land pollution as well as review of projects impacting the environment. The course uses a problem-based approach in which students analyze hypothetical environmental controversies in online discussion forums and written problem analyses. Online asynchronous course. Students may take up to 27 credits under the 83 credit requirement (28 under the 86 credit requirement) toward their J.D. degree through courses that are designated "distance education courses." This course counts toward the distance education credit limit. A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously. Source: ABA Standard 306(a).

Credits	2
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LAW-3185: Estate Planning

Studies the concepts and techniques required to apply the principles of wills, trusts, and taxation in the development of estate plans. Topics include drafting of wills and trusts, probate practice and procedure, and income taxation of trusts and estates. The course is intended to be an

introduction to estate planning, valuable to both the person intending to specialize in the field and the general practitioner. PreReq: LAW- 3190

Credits	3
Prerequisites	LAW-3190

LAW-3190: Estates & Trusts

Studies the law of trusts and decedents' estates, including intestate succession, limitations on testamentary power, execution, construction, revocation, and contest of wills; effect of change on dispositions; the revocable and irrevocable trust; the rights and interests of the beneficiary; charitable trusts; estate and trust administration, powers, duties, and liabilities of the fiduciary; principal and income allocation, and will substitutes. Blended courses open to all J.D. students. PreReq: LAW- 1035 OR LAW- 1036

Credits	3
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LAW-3195: Evidence

Studies the theory and practice of the Rules of Evidence. Emphasizes the analysis and interpretation of codified rules and common law principles pertaining to foundation, relevancy, character evidence, privileges, witnesses, expert testimony, scientific evidence, hearsay, authentication of real evidence, and documentary evidence. Designed to facilitate understanding of the uses of evidentiary rules in the preparation and trial of cases in state and federal courts. It is recommended that students take Evidence prior to or concurrent with Advocacy.

Credits	3
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LAW-3200: Expert Witness Advocacy

This one-week immersion course provides students a unique opportunity to interact with professional scientists and expert witnesses as they develop and improve their advocacy skills. The course is run in conjunction with the Expert Witness Training Academy (EWTA), which provides hands-on training to researchers, professors, graduate students, and other climate scientists from leading universities and advocacy organizations from across the country. Students work directly with EWTA participants in simulated depositions, oral arguments, direct and cross-examinations of expert witnesses, arbitrations, legislative hearings, Daubert hearings, and jury trials. PreReq: LAW- 2000

Credits	3
Prerequisites	LAW-2000 OR both LAW-2002 AND LAW-2003

LAW-3205: Facilitation

Group meetings are ubiquitous in the legal and business world yet rarely is much thought given to the nuts and bolts of how to conduct meetings most effectively. With training and preparation, leaders and participants can dramatically improve group dynamics and decision-making. Facilitation is the art of guiding a group to define its purposes, encourage productive interaction, and achieve its goals. The fundamental theory of group facilitation is that every person in a group is a valuable participant whose voice should be heard and who can play a role in building toward more creative, robust and reliable decision-making. This course will explore the theoretical underpinnings of this model of facilitation through lecture, structured role plays, exercises and group discussions. Students will also learn practical facilitation skills: ascertaining a group’s purpose; structuring a meeting process to meet those ends; encouraging storytelling and dialogue; building consensus; and managing conflict. A blend of philosophy and how to, the course is suitable for anyone interested in meetings and group dynamics. Course meets in-person.

Credits	1
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LAW-3210: Fair and Affordable Housing

This course explores both fair housing law, and efforts to use law to make housing more available and affordable. Special attention will be paid to the following topics: the history of economic and racial segregation in zoning and housing, redlining, the Fair Housing Act, the Low-Income Housing Tax Credit, and other efforts to promote affordable housing. Students will meet and interact with people working in the field. Course meets in-person.

Credits	2-3
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LAW-3215: Family Law

Studies the law as it relates to the family unit with emphasis on the impact of social, economic, moral, and scientific changes in the society on that relationship. Topics covered include marriage, dissolution of marriage, antenuptial contracts, paternity, surrogate motherhood, child support, tax implications of divorce, bankruptcy, family violence, support, child custody, and adoption. Course meets in-person.

Credits	3
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LAW-3220: Family Mediation

Family mediation offers divorcing couples a cooperative and constructive way to resolve differences and plan for the future. Minnesota now requires that mediation be considered early in the dissolution process. The interactive course provides students with the opportunity to become qualified family neutrals under Supreme Court Rule 114. Students study conflict resolution and emotional issues surrounding divorce as well as learning specific techniques for mediating custody and property disputes. Special attention is paid to identifying families experiencing domestic violence. A variety of teaching methods are used, including demonstrations, role play, and discussion. PreReq: LAW- 3215 OR LAW- 3430 Students cannot earn credit in both LAW- 3220 Family Mediation and LAW- 3430 Mediation.

Credits	3
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LAW-3225: Feminist Jurisprudence

Feminist jurisprudence has been called one of the most important movements in legal scholarship today. Feminist scholars argue that the traditional body of law reflects the male emphasis on rights and abstractions while ignoring the distinctive perspectives of women. Scholarship spans every area of law, from sexual harassment to battered wives who kill their husbands; from the "no duty to rescue" rule to redefining fundamental legal concepts like what constitutes an injury. This course involves a review of selected issues in an effort to reconcile the law with the female experience. Limited enrollment.

Credits	2-3
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LAW-3230: Food Fight: The Art and Science of Foodborne Illness Litigation

This course will provide a solid introduction to the world of product liability litigation and cutting-edge issues in food safety. It will equip law students and practitioners with both the legal fundamentals and the practical aspects of product liability litigation through the lens of foodborne illness cases. We will explore the statutory, regulatory and common law framework for foodborne illness torts by examining several case studies from recent foodborne illness outbreaks. General topics will include the evolution of strict liability law; identifying proper parties; value selection; complaint drafting; written discovery; depositions; and working with experts.

Credits	2
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LAW-3235: Food Labeling and Advertising: Law & Litigation Fundamentals

A study of food labeling and marketing related laws in the United States, including FDA, USDA, FTC and state consumer protection laws and regulations, public and private enforcement. The course will include a discussion on free-speech constitutional limitations, claims like [non-GMO, natural, organic] as well as current ethical issues and industry practices. If time permits, aspects of international labeling and marketing will be included.

Credits	2
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LAW-3240: Food Law

This course will explore some of the many legal issues related to food, from farm to fork and beyond. It will review basic regulatory issues - the roles of FDA, USDA, and other agencies in regulating food production and safety, FDA approval of ingredients and oversight of labeling and marketing, and local menu labeling standards, for example. Seminar participants will also consider agricultural law topics such as organic standards, regulation of genetically engineered crops and animals, pesticide use, and national farm policy, and may explore issues of personal responsibility and tort claims arising from food consumption (such as recent litigation about obesity and E. coli outbreaks.) Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	2
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LAW-3245: Food Safety and the Law

Students will gain an understanding of the complexity of food safety law in the United States. Ensuring food safety from farm to fork is a growing challenge for food and beverage companies as regulatory requirements and supply-chains become more complex. This course will provide students with a practical understanding of key agencies

(federal, state, local), statutes, regulations, and supporting regulatory guidance in food safety, enabling students to guide clients on navigating food safety issues.

Credits	2
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LAW-3250: Genocide Prevention: A 21st - Century Challenge

The course will operate in partnership with World Without Genocide, a human rights organization at Mitchell Hamline. Students will participate in selected advocacy efforts at local, state, and national levels to prevent genocide; participate in programs to raise awareness about current conflicts; connect with local refugee communities to understand their legal and social challenges after genocide; and research lawyers' involvement in both supporting genocide and in its prevention, materials that will be made widely available to educators around the country. We will look at the uniqueness and similarities of genocides to understand decisions to eliminate innocent people; the legal structures that supported genocide; laws and policies of peacekeeping; and post-genocide issues of justice, prosecution, and reparations. We will conclude by examining global efforts to protect civilians whose governments are unwilling or unable to do so.

Credits	2
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LAW-3255: Health Care Compliance Governance and Ethics

This course focuses on the role of Boards of Directors in meeting health care challenges and the ethical dilemmas commonly faced by compliance officers. In addition to outlining governance structure and responsibilities, the course will review tax policy with respect to tax exemptions for charitable entities and detail how that tax exemption is conferred. Special attention is given to not-for-profit, as well as for-profit entities and the unique ethical and governance issues presented by various organizational structures. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306. PreReq: LAW- 3260

Credits	3
Prerequisites	
LAW-3260	

LAW-3260: Health Care Compliance Institute

This course introduces students to the most important legal and practical concepts in the health care compliance field. Specifically, students will develop an understanding of the laws and regulations encountered by compliance professionals in daily practice with specific attention paid to the federal regulatory infrastructure. Students will also explore key operational concepts including audits, investigations, enforcement and reporting requirements, billing and coding basics, along with employee and vendor issues. Students will test legal and operational concepts through simulation-based projects and small group exercises, including drafting assignments and mock interviews. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	3
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LAW-3265: Health Care Compliance Laws and Reg

This course is designed to give students a practical understanding of the laws and regulations, beyond those addressing fraud and abuse, encountered by compliance professionals in daily practice. The course will be divided among issues related to the triangle of health care cost, quality and access. Special attention will be given to the Emergency Treatment and Labor Act (EMTALA); provider licensure, discipline and due process, and scope of practice; provider, institutional and managed care liability; credentialing, privileges and peer review; informed consent; research compliance; long term care, end-of-life care and advance directives; health care privacy including HIPAA and the HITECH Act; and compliance strategies to mitigate malpractice exposure. Throughout the semester, the course will address legal issues arising in the course of the implementation of the Patient Protection and Affordable Care Act (ACA) as it relates to the above-referenced topics.

The key objective of this course is the appropriate application of a range of statutory, regulatory and common law principles to a variety of health care compliance situations. Reading assignments, course materials, and class discussion (via discussion board) will help students effectively address a variety of legal issues encountered as compliance professionals. By the end of the course, students will have developed basic skills in legal issue recognition and analysis, and increased familiarity with key topics in health law. PreReq: LAW- 3260

Credits	3
Prerequisites	
LAW-3260	

LAW-3270: Health Care Compliance Skills

This course is designed to expose students to key legal and operational concepts in the health care compliance field. Students use knowledge gained in prior mandatory coursework and participate in simulation-based projects that require them to perform audits, investigations, and reporting activities to ensure compliance with applicable federal and state laws. The course also includes a mentoring component that builds on the theory of experiential learning whereby students are paired with industry professionals effectively linking Mitchell Hamline's strong academic/classroom environment with the real world of health care compliance. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306. Pre/CoReq: LAW- 3260

Credits	3
Prerequisites	
LAW-3260	

LAW-3275: Health Care Law & Opioids: How the"Man-Made Plague" Is Transforming t

The current opioid epidemic has been branded as “the worst drug crisis in America’s history” and a “man-made plague.” According to the Centers for Disease Control and Prevention

("CDC"), the current public health crisis has claimed more than 351,000 lives to opioid overdoses since 1999 with no end in sight. Its origins are a convoluted mixture of history, medicine, public policy, and regulation. The current opioid crisis also has generated an enormous amount of federal, state, and local litigation, much of which is ongoing. However, it is clear, even though the litigation is far from over, that the aftermath of the opioid cases will transform the pharmaceutical industry in much the same way that the big tobacco cases did. With the amount of information that is publicly available (e.g., media coverage, case evidence, pleadings, settlements and verdicts), the opioid crisis and its attendant litigation present students with a unique opportunity to explore the intersection between public health, regulations, compliance, and the law. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	2
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LAW-3280: Health Law Quality and Liability

This is an introductory course examining how the regulatory and legal systems approach quality of care. The focus will be on mechanisms for assuring quality of care including self regulation, credentialing, the doctor-patient relationship, professional licensure, government regulation, and the tort system. Examination of the tort system will focus on confidentiality obligations (including HIPAA), informed consent, and hospital and managed care liability. The course will review the role of ERISA in both managed care liability and health plan regulation. Finally, the course will provide an overview of how the public health system operates to protect both our health care and our civil rights. At the end of the course, students will have examined both the law and policy issues such as the problems arising from medical errors and the struggle to balance the need for quality against rising costs and lack of health care access. The curriculum focuses on cases applying administrative and common law, as well as a variety of statutory schemes.

Credits	3
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LAW-3285: Health Law: Organization & Finance

In this course, we will explore the regulation, structure, and financing of the United States health care system. We will examine structure and regulation of private health insurance coverage at the state and federal levels, as well as Medicare and Medicaid, our two major public coverage programs. We will consider policy questions regarding the appropriate division of responsibility between the public and private spheres in both funding and regulating coverage, as well as in ensuring that those who need health care can afford to access it. We will consider the organization of health care entities such as hospitals, with an emphasis issues concerning not-for-profit organizations. We will learn how the federal and state governments seek to prevent fraud and abuse in Medicare and Medicaid. Finally, we will examine antitrust concerns in the health care industry and efforts to prevent unlawful consolidation of market power. This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously. On-campus components of HyFlex courses are considered in-person. If you cannot participate in the in-person option, select the remote option.

Credits	3
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LAW-3290: HIPAA Privacy

The focus of this course are the privacy and security provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the foundation for federal protections of health care information, including updates in the Health Information Technology for Economic and Clinical Health Act of 2009 (HITECH). The course will also discuss additional international, federal and state health privacy laws, and the application and enforcement of those laws as they relate to privacy and security in the health care setting. The objectives of this course include learning how to: (i) identify situations that implicate HIPAA and how to appropriately navigate the Department of Health and Humans Services' resources; (ii) understand which provisions of the privacy and security law and rules apply to given situations and how to apply those provisions; and (iii) understand the significance of sound security measures in an era of increasing electronic crimes. Given the breadth of the subject matter and the short time allotted, students will not be expected to understand the full depth and complexity of applicable laws and rules; they will, however, be expected to understand key definitions and basic concepts under HIPAA and be proficient in navigating the healthcare privacy landscape. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through

courses that are designated "distance education courses."A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	2
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LAW-3295: History, Law, and Morality of Espionage

This course tries to determine what limits, if any, should be placed on the gathering of intelligence through human sources. The topics in this course go deeper than what is usually covered under executive powers in a constitutional law course. To learn more about espionage, students will combine classroom discussion with an analysis of a spy memoir, a spy novel, and a law review article about the international law of espionage.

Credits	1
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LAW-3300: Immigration Law

Provides a comprehensive overview of the federal laws as well as policy affecting the ability of foreign nationals to obtain visas to enter and to lawfully remain in the U.S. Topics include the organizational structure of the different branches of government impacting on immigration laws; historical, political, and social aspects of immigration legislation; visa processing and admission requirements; removal grounds and procedures as well as waivers; relief from deportation; applications and petitions; refugees and political asylum; judicial review; and citizenship and loss thereof.

Credits	2-3
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LAW-3305: Income Tax

Examines the fundamentals of federal income taxation, including gross income, deductions and credits, assignment of income principles, methods of accounting, gains from dealings in property, non-recognition, capital gains and losses, and tax procedure.

Credits	4
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LAW-3310: Indian Child Welfare & Adoption

This course provides students with an introduction to the federal Indian Child Welfare Act, including its historical context, present day application, and future implications.

This important federal statute is applicable to child protection cases (e.g., foster care placement, termination of parental rights) and adoption proceedings involving Indian children. PreReq: LAW- 3455

Credits	2
Prerequisites	LAW-3455

LAW-3315: Indigenous Cultural and Intellectual Property

This course analyzes the intellectual property and cultural property rights of Tribal Nations in the United States. The course discusses how Tribal Nations may use federal statutes of general applicability to protect their property interests, and how these federal statutes may fail to protect traditional indigenous knowledge. This course also discusses the federal statutes that have been enacted by Congress to specifically safeguard indigenous cultural and intellectual property, and how Tribal Nations have begun enacting tribal laws governing their own cultural property and traditional knowledge.

Credits	3
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LAW-3320: Intellectual Property Foundations

Whether students are interested in a career in intellectual property (IP) law or simply realize how important IP rights are to many individuals and businesses, this course is designed to give them a grounding in all four of the major areas of intellectual property law: patents, copyrights, trademarks, and trade secrets. Topics covered include: (1) the scope of each IP right; (2) the requirements for protection; (3) limitations on the scope of protection; (4) the essential elements of a cause of action for infringement or misappropriation; (5) the major defenses; and (6) remedies.

Credits	3
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LAW-3325: Intellectual Property Litigation

This course is a two credit skills development class directed at teaching the specialized legal writing and trial advocacy skills needed to initiate and conduct a lawsuit in an intellectual property (IP) dispute. Typically, the course will focus on a hypothetical IP litigation case study with multiple IP claims and counterclaims. The course is based on simulated pre-trial and trial litigation of patent, trade secret, trademark, and copyright disputes in the U.S. District Courts, from initial intake of a case to final judgment and post-trial motions, and has a heavy skills component that will require

students to draft documents and participate in mock pre-trial and trial exercises. Through a combination of weekly written assignments and periodic live exercises, students will learn and master the trial advocacy skills needed to successfully litigate an IP dispute. Prerequisites: 2nd-4th year student, preferably with at least one class in Patent, Trade Secrets, Trademark or Copyright law (any of which may be taken concurrently).

Credits	2
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LAW-3330: International Business Transactions

Surveys the legal aspects of international business transactions, including international sales contracts, international letters of credit, arbitration, regulation of international trade, restrictions on foreign investment, U.S. laws relating to international business regulations, customs and import tax considerations, protection of foreign investments, and related matters. Note from instructor: This is an intensive simulation course in which students are immersed in a complex international business transaction as if they were a mid-level associate at a law firm. No prior knowledge of business or international law is required but students should expect to work collaboratively in teams to gain the substantive knowledge and skills they need to represent their clients.

Credits	3
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LAW-3335: International Indigenous Law

This course will examine the major international organizations and instruments setting forth guidance on Indigenous rights. The course addresses international Indigenous legal principles and the significant conventions, declarations, and conferences that have led to the development of these principles. International Indigenous legal principles will be discussed in the context of US Indian law, Canadian Aboriginal law, Australian Aborigine law and New Zealand Maori law. This course is for students interested in international Indigenous issues, rights frameworks, and law. The final grade will be based on class participation, a presentation and preparation of a paper on a topic selected by the student and approved by the professor. With the professor’s prior approval, students may prepare a “long paper” to satisfy the Advanced Research and Writing requirement.

Credits	2-3
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LAW-3340: Introduction to Business Organizations

Introduces the legal and business issues pertaining to business entities (corporations, limited liability companies, partnerships, and sole proprietorships) from pre formation planning to termination. Topics include agency law; entity formation, structure, and dissolution; and the rights and liabilities of those owning and managing these businesses. The course will take a practical and hands-on approach to these topics. Students will learn relevant business and legal concepts, and apply these concepts in various exercises that will teach students how to properly form, manage, run, and dissolve business relationships and entities. The content of this course is tested on the bar exam in a majority of states.

Credits	3
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LAW-3345: Introduction to Museum Law

Museums must comply with a myriad of laws regulating virtually every aspect of their organization and operation. While some of these laws apply to businesses in general, some apply to nonprofit charitable organizations of all kinds, and others are unique to the museum community. This course will provide an overview of museum law, including a discussion of issues relating to museum organization and governance, museum personnel and facilities, museum intellectual and cultural property, and funding for museums. Students will also gain a working knowledge of how a variety of basic legal concepts arise in the museum setting. This course will provide a foundation on which to pursue a career working for and with museums.

Credits	1
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LAW-3350: Introduction to the International Patent System

This course provides an introduction to the historical development and current configuration of the international patent system. Topics covered include the Paris Convention for the Protection of Industrial Property Law, the European Patent Convention, and the Patent Cooperation Treaty. The course is designed to be an overview and background discussion for those students who intend to take International and Comparative IP - Patents.

Credits	1
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LAW-3355: Introduction to Tribal Law

This course provides a broad overview of the most important issues involved in tribal legal studies, including an overview of tribal governments, the history of tribal court systems, the modern day structure and operations of tribal courts, and

tribal criminal and civil jurisdiction. The course addresses the development of tribal common law, the incorporation of tribal custom and tradition into tribal laws and institutions, separation of powers within tribal governments, inter-tribal appellate courts, and implementation of traditional dispute resolution mechanisms such as peacemaking courts. Grades are based on a paper and class participation. With the professor's prior approval, students may prepare a "long paper" to satisfy the Advanced Research and Writing requirement. PreReq: LAW- 3455

Credits	3
Prerequisites	LAW-3455

LAW-3360: IP - Advanced Copyright Law

Building on the foundation established in Copyright Law, this course helps equip students to become participants in the national discussion over copyright. Course readings will include cases and the works of leading copyright scholars. Topics covered will change as U.S. copyright law develops. Representative subjects include copyrightability of computer-generated works, new categories of authorship, copyright infringement on the internet, the theoretical underpinnings of copyright, and issues in the copyright protection of music disseminated over the Internet. PreReq: LAW- 3120

Credits	2
Prerequisites	LAW-3120

LAW-3365: IP - Appellate Practice

This course is a skills-development class directed at teaching the specialized legal writing and oral advocacy skills needed to bring appeals of intellectual property disputes before the Court of Appeals for the Federal Circuit. Through a combination of weekly written assignments, preparation of a written appellate brief, and delivery of an oral argument, students will learn the advocacy skills needed to successfully appeal a patent, trademark or copyright dispute to the CAFC, which has exclusive jurisdiction over such appeals. Students who complete IP Appellate Practice take Advocacy for two credits. Take 1 as PreReq: LAW- 3120, LAW- 3320, LAW- 3470, & LAW- 3530

Credits	3
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Prerequisites

Take 1: LAW-3120, LAW-3320, LAW-3470, or LAW- 3530

LAW-3370: Justice and Dispute Resolution

Conflicts are inescapable, be they commercial, employment, familial or interpersonal. In some roles, we find ourselves helping others resolve disputes as their negotiating representative, as a mediator, or as an arbitrator; in other roles, our responsibility is to design an organizational process or program that serves as the forum for resolving disputes. Whichever “private system of justice” we design or use, its desirability and enforceability is always compared with and linked to the “public justice system.” Chief Justice Warren Burger, at the 1976 Pound Conference, famously encouraged judges, lawyers and business leaders to embrace the robust use of ADR processes in order to help all citizens secure access to justice systems and to achieve justice. More than 50 years later, that call, for some persons, remains urgent and desirable; for others, it abandons the fundamental norms and protections of our constitutional order. This course, through discussion, exercises, and simulations, examines the structural values that shape private (ADR) and public dispute resolution processes, the professional values that govern participant conduct within them, and the policy goals that influence process implementation.

Credits	2-3
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LAW-3375: Justice in the Digital Era

This course explores dispute resolution systems that integrate technology in the process raising potential benefits and trade-offs associated with resolving disputes using technology and how the notion of justice may be changing due to technology. In this course, students will collaboratively explore questions such as: What lessons about dispute resolution can be learned from processes that rely on technology? What are the implications of digitizing justice? What is an appropriate framework for conceptualizing online dispute resolution (“ODR”) in an era where technology is ubiquitous? What are the costs and benefits of using big data, artificial intelligence, and blockchain technologies, among others, as supportive tools for managing conflict?

Credits	2
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LAW-3380: Juvenile Justice

Examines the procedural and substantive law and judicial administration of the courts in the area of juvenile delinquency. Primary concentration is on rights of accused delinquents, detention and police conduct, constitutional

protection, trial, adjudication, reference for adult prosecution, treatment, and the proper function of the lawyer and the court in the juvenile court system. PreReq: LAW- 1016

Credits	2-3
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LAW-3385: Labor Law

Surveys the development and current status of federal labor law, primarily the National Labor Relations Act. The course concentrates on the organizational and other NLRA rights of employees, including employees who are not represented by a labor organization; employer and union interference with those rights; the collective bargaining process and the enforcement of collective bargaining agreements; strikes, lock-outs and consumer boycotts; and the impact of federal labor law on state regulation of the employment relationship.

Credits	3
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LAW-3390: Law & the Business of Baseball

Law and the Business of Baseball will explore the dynamic relationship baseball and law have enjoyed for more than 200 years. Baseball is a highly legalistic game which involves much more than just the two teams playing. Participants will study the origins of the game and how the rules of baseball parallel statutes. A close examination will be given as to the role attorneys have played in the formation of organized leagues and the roles they have played in labor, management and as players. The course will also examine role of the Commissioner of Baseball, women in baseball, player salaries, franchise relocation's, fan safety, gambling, memorabilia, and youth baseball. Law and the Business of Baseball will strengthen the participants understanding of such core subjects as civil procedure, constitutional law, property, torts, and ethics. Scheduled guest speaks for 2019 include a team owner; a commissioner of a baseball league; chief legal counsel for a baseball team, and an baseball historian and author who is a member of the MLB official rules committee.

Credits	1
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LAW-3395: Law and the Holocaust

The course examines the relationship between law and the origins, implementation, and aftermath of the Holocaust. Students will consider questions about lawmaking, judgment, legal theory, and legal scholarship arising from Hitler's rise to power; the legalization of the Nazi racial-biological worldview through eugenics and anti-Jewish legislation (including the Nuremberg Laws); and challenges

to our conceptions of legal and moral responsibility. In addition, the course focuses on the international legal system's reaction to the Holocaust, including prosecution of Nazi war criminals (e.g., the Eichmann trial), the Genocide Convention, the Universal Declaration of Human Rights, financial compensation for Holocaust victims through civil lawsuits, and the return of art and antiquities stolen during the war.

Credits	3
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LAW-3400: Lawyer as Business Owner

A law firm (or private law practice) is a business. To be successful, lawyers working in law firms of all sizes (large, mid-size, small, and solo) must learn to think like business owners as well as legal professionals. This course will introduce students to the elements of a successful law firm including organizational management and leadership, business and financial planning and management, marketing and client development, client relationship management, technology and artificial intelligence, law firm systems, and staffing and resource management. This course will give you a foundation in the business aspects of working in or managing a law firm and will enable you to become a financially productive member of a large, mid-size, or small law firm or to operate your own law firm. Students gain experience in business management and problem-solving skills and drafting key business documents including client memorandums and organizational plans and agreements.

Credits	3
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LAW-3405: General Practice: Skills Practicum

Engages students in simulated learning experiences and exercises. Students practice law in two-person law firms under the supervision of faculty and tutors. Simulated cases, problems and clients are presented to each law firm during the semester, requiring the student attorneys to handle a significant variety of integrated substantive and procedural law involving the following areas: personal injury, professional responsibility, employment law, criminal law, employment/ labor law, administrative law and real estate law. Each two-person law firm is involved in proceedings including a jury trial, oral arguments, motion arguments, arbitration, negotiation, and in-chambers settlement conference. Students interview clients, investigate facts, prepare pleadings and motions, draft documents, compose memos, and prepare research memos and briefs. Students can take the course for either 3 or 5 credits. Only the 5 credit course

satisfies the Advanced Research and Writing requirement.
PreReq: LAW- 2015 & LAW- 3195 Take 1 as additional PreReq:
LAW- 2000, LAW- 2002, LAW- 2003

Credits	3-5
Prerequisites	
LAW-2015 AND LAW-3195. Take 1: LAW-2000 OR both LAW-2002 AND LAW-2003	

LAW-3410: Legal Practicum: Business Practice

The Legal Practicum: Business Practice engages students in simulated learning experiences and exercises in two-person law firms. The Legal Practicum: Business Practice course is designed to provide participants hands-on training representing a client in business matters through the start-up and twenty-five year life of a business enterprise. The twenty-five year lifecycle will unfold over three phases during one semester. The Start Up Phase covers the formation and operation of a new business and law firm development. The Growth Phase covers growing and diversifying the business and law firm development years. The Maturity Phase covers how the entrepreneur transitions. Student attorneys resolve a number of business-related issues for the client, such as drafting representation agreements; negotiating purchase agreements and contracts; creating business plans and employee plans; developing finance and tax plans; advising on re-zoning, intellectual property; and product liability issues. Students interview the client, negotiate with the client and others, investigate facts, draft documents and prepare memos and briefs. Participants are required to work at least 235 hours for the five credit course. Limited enrollment. PreReq: LAW- 2015 Take 1 as additional PreReq:LAW- 2000, LAW- 2002, LAW- 2003, LAW- 3195

Credits	5
Prerequisites	
LAW-2015 AND LAW-3195. Take 1: LAW-2000 OR both LAW-2002 AND LAW-2003	

LAW-3415: Legislative Process

Lawmaking is increasingly the result of statutes rather than the common law, so it is critical for lawyers to understand the legislative process and how statutes are interpreted and drafted. This course will examine legislation and legislatures at the national, state, and local levels by focusing on two primary aspects of legislation. The first half of the course will focus on rules affecting legislative service and methods and rules used to pass legislation. This will give students a better

understanding of structural aspects of legislatures that impact how legislation gets adopted. Topics discussed in this half of the course will include: case law affecting redistricting; rules and case law related to expulsion and exclusion of legislators; term limits; lobbying restrictions; item vetoes; single subject rules; and direct democracy. The second half of the course will focus on the interpretation and implementation of statutes and ordinances. We will examine the canons of construction and extrinsic sources for statutory interpretation, such as committee reports and sponsor statements. Students will also learn concepts related to drafting statutes. This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously.

Credits	2
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LAW-3420: LGBTQ Health: Law, Policy, and Advocacy

LGBTQ+ identities have never not been controversial in our society, and that controversy extends to the ongoing evolution of health law and policy affecting LGBTQ+ individuals and communities. This course will explore the history of medicalization of LGBTQ+ identities and the ongoing effects of this approach – for better and worse. We will examine the legal and policy implications of such topics as the HIV epidemic, gender-affirming care, “conversion therapy,” access to care in prisons and similar settings, approaches to intersex individuals, and other current relevant topics. Students will be introduced to an array of contract, administrative, statutory, and constitutional principles, as well as non-governmental policy (e.g., health insurance) analyses, which can and have been brought to bear on these subjects, with a (non-exclusive) emphasis on circumstances in Minnesota. Finally, we will discuss some of the real-life considerations legal advocates make as they develop their advocacy strategies.

Credits	1
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LAW-3425: LGBTQ+ Youth in Juvenile Justice and Child Welfare Systems

This course will focus on understanding the pathways for LGBTQ+ youth into juvenile justice and on the reasons why they may languish in child welfare. The course will explore local, regional and national policies and initiatives designed to disrupt those pathways and improve outcomes for systems involved LGBTQ+ youth.

Credits	2
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LAW-3430: Mediation

Through discussion, simulations, and role-play, this course focuses on the structure and goals of the mediation process and the skills and techniques mediators use to aid parties in overcoming barriers to dispute resolution. The course also examines the underlying negotiation orientations and strategies that mediators may confront and employ, the roles of attorneys and clients, dealing with difficult people and power imbalances, cultural considerations, and ethical issues for lawyers and mediators. In addition, special attention is devoted to the art of successful representation of clients in mediation. Students cannot earn credit in both 8241 Family Mediation and 3040 Mediation.

Credits	3
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LAW-3435: Medical Marijuana Law

Credits	2
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LAW-3440: Mental Health and the Law

Mental health diagnoses impact the daily lives of many young people and adults in the United States. This course will engage in a survey of legal issues that impact the rights of people with mental health diagnoses including civil commitment, police response to mental health crisis, competency in criminal court, discrimination and reasonable accommodation under the Americans with Disabilities Act (ADA) and the Minnesota Human Rights Act (MHRA), and competency in immigration court. This course will apply the lessons of the Disability Justice movement in the United States by contextualizing the practice of law within intersecting systems of power and oppression including race, age, gender, national origin, and sexuality. This course will also contextualize these legal issues within current events including the isolation and disruptions of the COVID-19 pandemic; the reckoning of the impact of police violence on the lives of Black people and people of color; and movements to limit conversion treatment for LGBTQIA+ individuals.

Credits	2
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LAW-3445: Mergers and Acquisitions

This course will examine the legal and practical issues that arise in connection with mergers and acquisitions of U.S. businesses. More specifically, the course will be divided into two sections. The first part of the course will examine the techniques used to accomplish merger & acquisition transactions and the legal rules relevant to these transactions. The second part of the course will shift to a

transactional perspective and students will engage in a simulated merger or acquisition transaction. PreReq: LAW-3016 OR LAW- 3340

Credits	4
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Prerequisites
LAW-3340

LAW-3450: Modern Real Estate Transactions

This course covers some fundamental issues in real estate law. Students will draft deeds, perform a title search and draft an abstract of title, negotiate a residential purchase and sale, negotiate a letter of intent for a commercial lease, and advise a client on fair housing issues. Blended courses open to all J.D. students. PreReq: LAW- 1035

Credits	3
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Prerequisites
LAW-1035

LAW-3455: Native American Law

Foundational course examining the historical basis for the relationship between tribal governments and the federal and state governments. The course will allow students to explore the cross-cultural fields of Native American Law to include: Indigenous legal principles, tribal law, federal Indian law, and the relationships between Tribal Nations and other governmental entities and systems. Subjects emphasized include civil and criminal jurisdiction, protection of natural resources, tribal gaming, taxation, regulation as applied to American Indians and non-Indians, and the overarching theme of tribal sovereignty. This course is required to start the NALS Certificate.

Credits	3
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LAW-3460: Personal Injury

Focuses on the Minnesota No-Fault Automobile Insurance Act, including analysis of no-fault, bodily injury liability, uninsured motorist and underinsured motorist automobile coverages. Includes a study of the available benefits, problems relating to the source and priority of coverage, exclusions from coverage, and relationship to tort liability actions.

Credits	2
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LAW-3465: Organizational Conflict Management

This course explores the nature and sources of systemic and organizational conflict, and provides students with an opportunity to develop practical skills to prevent destructive conflict before it occurs and manage inevitable conflicts that arise in organizations. This course will utilize a range of modalities including case studies, discussions and research projects to illustrate key organizational conflict concepts. Students will learn how to analyze conflicts and help organizations create productive outcomes. Online asynchronous course. Students may take up to 41 credits under the 83 credit requirement (43 under the 86 credit requirement) toward their J.D. degree through courses that are designated "distance education courses." This course counts toward the distance education credit limit. A distance education course is one in which students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously. Source: ABA Standard 306(a).

Credits	2
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LAW-3470: Patent Law I

Introduces the history, philosophy and economics of the patent system, including the policy objectives of the system and the major legal mechanisms by which those objectives are carried out. This introduction focuses on the justifications for the grant of patent rights and the relationship of those justifications to the substantive requirements of statutory subject matter, utility, anticipation and obviousness. This course presents the theory of patent claiming and its linguistic consequences. This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously.

Credits	3
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LAW-3471: Patent Law II

Provides a detailed examination of the substantive law and underlying policies that govern the validity, enforceability, and infringement of patents. The subjects to be treated include claim theory, enablement issues, interference theory, the meaning of "prior art," the Doctrine of Equivalents, contributory infringement and misuse, re-issue and re-examination, remedies, restriction practice and double patenting, design patents, and an overview of internal procedures of the Patent and Trademark Office. This is a

HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously. PreReq: LAW- 3470

Credits	3
Prerequisites	LAW-3470

LAW-3475: Patent Prosecution

This course focuses on practice before the United States Patent and Trademark Office in the prosecution of applications for patents, and addresses considerations in the preparation of a patent application. The course provides an introduction to claim drafting and studies the application of legal authorities in drafting claims to avoid the prior art. Participants receive an overview of the rules of practice before the Patent and Trademark Office as they relate to both pre-issuance and post-issuance procedures.

Credits	2
Prerequisites	LAW-3471

LAW-3485: Public International Law

An introduction to the basic elements of public international law, including the status of public international law as law, sources of international law, the law of treaties, customary international law, the role and status of international law in the United States, the roles of states, international organizations and non-governmental organizations, recognition of states and governments, state succession, and the use of armed force among states.

Credits	2
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LAW-3490: Remedies

You have obtained the knowledge and tools to determine and litigate when a breach of contract exists or tortious conduct has occurred. Do you know how to get your client what they want? Remedies is a course for the pragmatically-minded attorney who wants to understand the answer to the question, "The law was violated; so now what?" In this course we seek to close the gap between the theoretical concepts of the law and the substantive remedies available to your client. Current case examples will be utilized, along with relevant cases from the text, to consider possible legal and equitable remedies available in various situations.

This is a dialogue-driven course, and includes the opportunity to draft and receive feedback on a pleading and proposed order related to a specific remedy considered in class. Remedies is often necessary for the bar exam to be able to fully answer what types of damages are available to your client - monetary or equitable.

Credits	2
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LAW-3495: Residency - Law and Business FieldPlacement

This course is designed to provide students with the opportunity to observe, participate in, analyze, and reflect upon the work of a business lawyer or business professional working with the law. Students perform fieldwork under the supervision of a lawyer in a company or law firm setting. The professor has established relationships with some companies and law firms that regularly provide placements, but students are encouraged to seek placements of interest to them. In addition to doing fieldwork, students meet as a group with the professor on a regular basis during the semester through the Law and Business Externship course. The Law and Business Externship course covers topics relating to the work of a business lawyer or business professional working with the law. PreReq: LAW- 2015

Credits	5-13
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LAW-3500: Secured Transactions

Covers the creation and perfection of consensual liens known as "security interests" in personal property under Article 9 of the U.C.C., proceeds and priorities problems, remedies and default, repossession and disposition of collateral. This area of law is widely used in business, commercial and consumer transactions of all types, including bank financing, mergers and acquisitions, and the sale of business, agricultural and consumer goods on credit.

Credits	2
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LAW-3505: Securities Regulation

This course will examine the federal and state statutes and regulations that govern the offer and sale of securities by corporations and other entities. The course will also cover the reporting, proxy solicitation/ voting and other securities law obligations of companies whose securities are publicly traded, as well as the laws regarding trading in securities, such as insider trading and tender offers. The focus of the course will be how a practical, hands-on, working attorney goes about identifying issues, analyzing alternatives and forming solutions for clients. PreReq: LAW- 3340

Credits	3
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LAW-3510: Independent Residency

The Semester in Practice Program provides students an opportunity to spend a semester doing legal work, for 30-40 hours a week, while fully immersed in a law office, government agency, legal department, or other law-related setting. In the field work component of the program, students pursue self-designed learning goals at an approved site under the supervision of onsite attorney mentors. In an accompanying academic component, working in collaboration with a Mitchell Hamline faculty member, students reflect on their field work experiences and relate them to larger legal, policy, and practice issues.

Credits	9-15
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LAW-3515: Learning Community Leader

Structured Study Groups focus on assisting students with the mastery of skills (e.g., outlining skills, study skills, and exam-taking skills) within the context of their doctrinal classes. The Structured Study Group Leaders are responsible for leading study groups for one hour each week, and for preparing lesson plans, small group exercises, and a variety of teaching and learning tools with the goal of facilitating student learning in a collaborative setting. The Leaders are also encouraged to be available outside of the study group sessions to assist their students and to serve as mentors. In addition, the Leaders are required to attend classroom sessions focused on pedagogy that require significant reading, preparation of mock lessons, and other assignments designed to improve their teaching skills.

Credits	1-2
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LAW-3520: Theories of Conflict

This interdisciplinary course introduces students to important theoretical perspectives on our understanding of conflict and conflict response. Specifically, students explore the biological/physiological, psychodynamic, social psychological, communication, and sociological/political perspectives on conflict by reading and discussing major theoretical works within each perspective. Emphasis is on comparing and distinguishing key dimensions of these theories, such as the nature and sources of conflict, conflict escalation, conflict response, and the nature of the third party role. Classes follow an interactive format. Using case studies, exercises, and group discussion to draw upon personal experiences, including those involving race and social identity, the course explores the usefulness of each

perspective to understand the experience of conflict. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	2
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LAW-3525: Trade Secret Law

This course provides an in-depth examination of trade secret law, including the scope of protection, the prerequisites for protection, and the elements of a claim for trade secret misappropriation. In contrast to other IP courses, trade secret law is primarily based upon state law. Thus, students will learn how to read, interpret, and apply state law and how differences in the way states interpret and apply trade secret law may alter the outcome of a case.

Credits	2
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LAW-3530: Trademark Law

Provides an in depth analysis of the fundamental issues involved in protecting indicia of source. The basics concepts in trademark, trade dress, and unfair competition are covered. The subject matter of trademark law, the scope of trademark rights, infringement, defenses and remedies are presented. This course also covers the protection of trademarks when registered as domain names under the Uniform Dispute Resolution Policy.

Credits	3
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LAW-3535: Transgender Identity: Rights and Challenges Locally and Globally

There are many under-represented, targeted, or marginalized groups in our communities that face challenges of discrimination and inequity in various areas of public life, among them the transgender community. Although an increasing number of U.S. law schools offer courses on LGBTQ issues or on the intersection of law, sexuality, and identity more generally, very few schools offer courses that focus specifically on the rights and challenges to transgender people. In 1975, Minneapolis became the first city in the United States to pass trans-inclusive civil rights

protection legislation. In the nearly half-century since that landmark legislation, transgender rights have moved forward but have also faced a significant backlash both locally and globally. This course examines these two competing trajectories. We will examine global, national, state, and municipal legislation and policies that affect all areas of a transgender person's life: education, health care, housing, criminal justice, employment, sport, arts, marriage and family, the legal system, and personal safety. Course meets remotely and synchronously. Remote synchronous courses are considered a distance education course and credits earned will count toward distance education courses. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306. Pre/CoReq: LAW- 2005

Credits	2
Prerequisites	LAW-2005

LAW-3545: Trauma Responsive Legal Advocacy

This course will discuss the biological, social, and emotional effects of trauma experienced by individuals and families involved in legal systems. Students will gain skills to incorporate neuroscience and social science research into legal practice to effectively address the trauma experienced by their clients within the boundaries of an attorney-client relationship. There will be discussion of the adequacy of current legal systems' trauma response and an opportunity to consider methods of change. This course will pay special attention to the ethical responsibility lawyers have to understand and address the trauma of their clients and themselves, including the relationship between competence, zealous advocacy and trauma responsive practices. This course will offer an opportunity to implement lawyering skills through group work and case scenarios. Online asynchronous course. Students may take up to 27 credits under the 83 credit requirement (28 under the 86 credit requirement) toward their J.D. degree through courses that are designated "distance education courses." This course counts toward the distance education credit limit. A distance education course is one in which students are separated

from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction among students and between the students and the faculty member, either synchronously or asynchronously. Source: ABA Standard 306(a).

Credits	3
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LAW-3550: Workers' Compensation

Surveys no-fault compensation laws covering personal injuries in employment, including substance, procedure, and benefits under workers' compensation law.

Credits	3
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LAW-3555: Wrongful Convictions

This course will examine the reasons behind wrongful convictions in the United States. There are many people in this nation convicted of, and serving time for, crimes they did not commit. Currently over 200 people have already been exonerated of crimes for which they were convicted. The course will include lecture, discussion and guest speakers about eyewitness identification, false confessions, snitches and informants, government misconduct, ineffective assistance of counsel, forensic science including DNA testing, post-conviction remedies, the death penalty, media and investigative journalism, and racial bias. The course will also include in-class exercises designed to help deal with these issues as a practitioner. Note: this course is not a clinical course.

Credits	2
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LAW-3560: Alaska Native Law

Due to its unique history and the relative lack of reservations, Alaska Natives are and have been impacted differently by the law than Native Americans elsewhere in the country. This course explores the history and nature of Alaska Natives' legal relationship with the state and federal governments, issues of tribal sovereignty and Alaska Native self-government, history and impact of the Alaska Native Claims Settlement Act, application of the Indian Child Welfare Act in Alaska, and the operation of tribal courts in Alaska.

Credits	2-3
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LAW-3780: Pretrial Litigation

Explores the major facets of pretrial litigation. Students study litigation planning, pleadings, discovery, motion practice,

and related elements. Students participate in simulated and written exercises involving these skills which are critiqued by experienced practitioners. PreReq: LAW- 1005 OR LAW- 2000

Credits	3
Prerequisites	LAW-1005

LAW-4000: Advanced Civil Dispute Resolution

This course will cover important aspects of advanced civil procedure including study of the theory and practice of class-action litigation, multi-district litigation, and appeals. The course provides deeper analysis of topics including conflict of laws, federal jurisdiction, forum selection, and litigation funding. PreReq: [LAW-1000](#)

Credits	3
Prerequisites	LAW-1000

LAW-4002: Advanced Advocacy: Criminal Trial

Provides training in trial advocacy skills for each stage of trial. Areas covered include: ethics, psychology of persuasion, opening statement, direct examination, exhibits, objections, cross-examination, and closing argument. The teaching methods will include lecture, demonstration, discussion, simulation, instructor critique, and video critique. The final exam will be a trial. Take 1 as PreReq: LAW- 2000, LAW- 2002, LAW- 2003

Credits	3
Prerequisites	Take 1: LAW-2000 OR both LAW-2002 AND LAW-2003

LAW-4003: Advanced Advocacy: Civil Litigation

Covers all aspects of advocacy involved in jury trials, bench trials, administrative hearings, and arbitration. Students learn by performing videotaped exercises in every class, and are critiqued by experienced lawyers and judges. The course covers case preparation, opening statements, direct examination, cross-examination, exhibits, expert witnesses, jury selection, summation, and advocacy ethics. Cases cover a range of civil and criminal problems. Students prepare written questions, outlines, and a trial brief, and try a complete bench trial or arbitration case and a full-day jury trial. Offered as a full-semester course during the fall and

spring semesters, and in a concentrated format during summer session. Take 1 as PreReq: [LAW-2000](#), LAW- 2002, & LAW- 2003

Credits	3
Prerequisites	
Take 1: LAW-2000 OR both LAW-2002 AND LAW-2003	

LAW-4005: ADR--Advanced

Students in this course work together as a team to develop a professional-quality dispute resolution program for an actual client. Past clients have included Best Buy and Education Minnesota. Students must plan to approach the project with the discipline, rigor, and thoroughness expected of any legal professional retained by a client. This will sometimes require spending significant amounts of time outside of class developing and executing the project. Outside work may include conducting interviews and research, meeting with the client, attending class committee and sub-committee meetings, participating in group drafting and editing sessions, and planning presentations. Although this project will give students additional understanding of alternative dispute resolution processes, it will also provide significant challenges in the areas of project management, group communication, and group cohesion. As legal professionals, students will be required to log their time and submit final reports that detail their individual and committee contributions. PreReq: LAW- 3005

Credits	3
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LAW-4025: Practice-Ready Legal Writing

This course is designed to help students become more comfortable drafting a variety of legal documents quickly and effectively, enabling them to produce excellent, timely work in practice. The course covers both predictive and persuasive writing, as well as document drafting. During this course, students will improve their fundamental writing skills, sharpen their legal analysis and strategy, and further develop their editing ability. Students will draft one document per class, with time for collective review, followed by individual editing and rewriting. The documents students will draft include a statute, a contract, jury instructions, a complaint/answer, a notice of motion/motion, interrogatories, an opinion letter, and a will. The particularly small class size—the course is capped at ten students—will facilitate a workshop atmosphere that includes collective editing exercises and multiple opportunities to provide and

receive detailed and meaningful feedback. This course focuses solely on writing and analysis. There is no research component.

Credits	2
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LAW-4040: Advanced Torts: Recreation & Risk

Action park featured homegrown attractions, an experimental approach to safety, vast quantities of alcohol, and, as it turns out, an almost entirely notional insurance company--all overseen by its founder, who had, as we will discuss, a unique, but not entirely baseless, view of what his responsibility should be. In addition to stories, injuries, and deaths, Action Park has led to a movie and a book--and now a law school course. The course will include guest speakers, including some who visited Action Park, as well as people from today's amusement park industry. Additionally, the author of the book and the director of the film will join the course, as will a psychologist who specializes in risk taking behavior by adolescents and young adults. The premise of the course is that we can sometimes learn the most about the development of various areas of law by exploring situations in which someone pushes those areas' boundaries. We will primarily explore tort law, but also touch on administrative law, the interplay of federal and state law and regulations, and insurance law. PreReq: [LAW-1040](#)

Credits	2
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Prerequisites	
LAW-1040	

LAW-4125: Advanced Legal Research

This course provides strategies for conducting advanced legal research with an emphasis on how the Internet and advances in technology have changed society and the practice of law. It builds upon the research skills students acquired in the first-year LARC Program and doctrinal courses. In addition to federal, state and local legal resources, the course will introduce students to alternative research sources and organizational tools, as well as strategies for successful interdisciplinary research. Students will explore the different approaches needed for policy and planning research versus transactional and litigation research. A combination of lectures, homework assignments, research exercises and other activities will allow students to apply research concepts in practical settings. Online asynchronous course. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses."A distance education course is

one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306.

Credits	2
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LAW-4130: Advanced Critical Race Theory: Theory and Praxis

Advanced Critical Race Theory (CRT) is an intensive discussion-based course that will examine and apply current advancements within CRT. The course will meet weekly. Students will engage the full panoply of modern and emerging CRT scholarship from across graduate and legal scholarship. Texts in the course will include books, narratives, court testimony, trial videos, music videos, poetry, statutes and narratives from the enslaved among others. Students are expected to write a final theoretical, journal ready paper or a hybrid or alternative CRT intervention into a modern issue. Students must have taken either Critical Race Theory: A Crash Course (4084); Seminar: Race, Sexuality & the Law (6053); or Seminar: BLM: Retracing The Black in Black Letter Law (6054) or have approval from Dr. Wilson. Students will be expected to exhibit mastery of basic CRT concepts. PreReq: [LAW-3130](#) Take 1 as additional PreReq: [SEM-6010](#), SEM- 6090, & [SEM-6105](#)

Credits	3
Prerequisites	LAW-3130

LAW-4170: Advanced Employment Law: Advising the Employer

This class teaches real-world representation of management in employment law matters. Students will serve as legal counsel to a medium-size technology development and manufacturing company. In that role - whether as employed in-house counsel or retained outside attorney - students will face myriad legal issues commonly presented to employers, ranging from permissible questions and inquiries in recruitment and hiring, noncompete agreements, exempt versus non-exempt overtime status, employee handbooks and policies, investigation of employee misconduct, discipline, and discharge. PreReq: [LAW-3170](#)

Prohibited Course Description

Students may not have taken or be registered for LAW 2001

Credits	3
Prerequisites	LAW-3170 .

LAW-4195: Advanced Evidence

Advanced Evidence picks up where Evidence leaves off. It will focus on certain advanced doctrinal topics such as scientific evidence, expert testimony, and privileges. In addition to examining federal law governing these topics, this course will also examine state law variations, with a particular emphasis on Minnesota practice. The course has a significant research and writing component -- the majority of the grade will be based on several short papers. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306. PreReq: [LAW-3195](#)

Credits	3
Prerequisites	LAW-3195

LAW-4455: Advanced Topics in Native American Law

The course provides a more in-depth engagement with topics in the field, including topics on major federal legislation and regulation within and involving tribal governments and populations. Legal issues surrounding American Indian religious freedom, graves protection, cultural property protection, the Indian Gaming Regulatory Act, the protection of tribal children under the Indian Child Welfare Act, environmental regulation, and the jurisdictional issues arising from the Public 280 federal legislation may be covered, as well as other contemporary issues impacting tribal sovereignty. Students may take up to 41 credits under the 83-credit requirement (43 under the 86-credit requirement) toward their J.D. degree through courses that are designated "distance education courses." A distance education course is one in which students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction

between the students and all faculty members, either synchronously or asynchronously. Source: ABA Standards Definition (7) and 306. PreReq: [LAW-3455](#)

Credits	3
Prerequisites	
LAW-3455	

LAW-4470: Advanced Topics in Patent Law

Credits	2
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LAW-4530: Advanced Trademark Law

Based on the foundation created in Trademark Law, this course will help equip students with the skills to be a trademark practitioner as well as an active participant in the discourse regarding trademark jurisprudence in the United States today. Subjects covered include practice before the Trademark Trial and Appeal Board, unique aspects of trademark litigation, including the use of expert witnesses, and an advanced exposition on the future of trademark jurisprudence. Take 1 as PreReq: [LAW-3320](#) OR [LAW-3530](#)

Credits	2
Prerequisites	
Take 1: LAW-3320 OR LAW-3530	

LAW-5000: ACA Evolution: Past, Present, and Future of Obamacare

The Patient Protection and Affordable Care Act (ACA) is the largest piece of federal domestic legislation ever enacted. Known colloquially as “Obamacare,” it is also one of the most controversial. This course traces the past, present, and future of the ACA. Students will explore the legislative origins of the law, issuance and implementation of its complex regulatory framework, and related court challenges. The course will also examine how the ACA operates currently, its impact on state law, and its effect on the private sector. Last, students will review contemporary Congressional proposals to repeal, replace, and/or reform the law. Classwork will include: lectures, small and large group discussion, and guest presentations. There is no textbook, but students will use publicly available statutes, regulations, opinions, and policy materials to aid their analysis.

Credits	2
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LAW-5005: Restorative Justice

Restorative Justice offers a refreshingly different framework for thinking about crime and other wrongdoing. Increasingly it is being called on as a practice to address non-criminal forms of conflict and harm that lead to deeply divided disputes in civil society. The heart of Restorative Justice is the practice of Restorative Justice Dialogue. This distinctive form of dialogue acknowledges the damaged relationships, as well as the injuries sustained by victims, that result from any wrongdoing and focuses on healing for all those involved. Rather than the adversarial approach commonly found in criminal and civil adjudicatory proceedings, the practice of Restorative Justice Dialogue involves engagement of those harmed, those causing harm and the community for the purpose of social healing in a way that can lead to recovery of our shared humanity in the midst of conflict, crime and harm. This course offers students an opportunity to study the four leading forms of Restorative Justice Dialogue practice: (1) Victim-Offender Dialogue (formerly called Victim-Offender Mediation); (2) Group Conferencing (sometimes called Family Group Conferencing); (3) Talking Circles (sometimes called Peacemaking Circles); and (4) Truth Commissions. The course will examine the principles underlying these forms of Restorative Justice Dialogue practice and explore the possibilities they offer to move beyond the limits of a retributive sense of justice toward embracing the importance of social healing in the community including the potential they have to encourage reform of judicial systems, to address disputes beyond the criminal justice system and to advance racial justice. The course will also explore the application of these processes in schools, workplaces, faith communities and families. Students will be invited to draw on their own experience of conflict as they explore the dynamics of different kinds of conflict. The class will be highly experiential in nature with the practice of the talking circle serving as a core modality for class discussion.

Credits	1-3
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PUB-1000: Law Review

Credits	1-3
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PUB-1005: Intellectual Property - Law ReviewStaff

Credits	1-3
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PUB-1010: Law Journal of Public Policy and Practice Associate

Credits	1-2
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PUB-2000: Law Review Assistant Editor

Credits	1-4
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PUB-3000: Law Review Editor

Credits	1-5
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PUB-3005: Intellectual Property - Law ReviewEditor

Credits	1-6
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PUB-3010: Law Journal of Public Policy and Practice Board of Editors

Credits	1-5
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SEM-6000: Residency - Criminal Law ResidencySeminar

Only offered in the spring, the Criminal Law Residency Program gives students in their final year of law school an opportunity for intensive practical training in the field. The 2-credit weekly seminar focuses on development of professional judgment as well as doctrine and skills related to the Residency. Students are placed in prosecutor's and public defender's offices, and private law firms and work 3-5 days each week. In addition to the 2-credit seminar, students receive between 8 and 13 credits for work at the Residency Placement. Students must apply and be accepted into the program before being matched with a Residency Placement. Due to the intensity of the workload, applicants should be in their final year of law school and have a demonstrated interest and prior course work in the substantive area of criminal law.

Credits	2
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SEM-6005: Residency - Health Law Residency Seminar

Only offered in the spring, the Health Law Residency Program gives students in their final year of law school an opportunity for intensive practical training in the field. The 2-credit weekly seminar focuses on development of professional judgment as well as doctrine and skills related to the Residency. In addition to the 2-credit seminar, students receive between 8 and 13 credits for work at the Residency Placement. Students must apply and be accepted into the program before being matched with a Residency Placement. Due to the intensity of the workload, applicants should be in their final year of law school and have a demonstrated interest and prior course work in the substantive area of health law.

Credits	2
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SEM-6010: Seminar: Black Lives Matter: Retracing the BLACK in Black Letter Law

The birth of American law—often noted as Black Letter Law—is often heralded as the birth of the nation. However, before the nation, there were Black men and women midwifing and making way for its existence; regardless of their individual or collective desires. This course seeks to analyze the growth of American jurisprudence as a process made legible through the sacrifice and sacrificing of Black people. Through close readings—and the employment of critical race theory and supplemental texts—we will analyze cases, policies, laws and other documents that speak to the interplay between race, power and law. We will also analyze historical and cultural moments (the backdrops) surrounding them as ways to understand what Toni Morrison has called "Unspeakable Things Spoken." Here, we trace the Black in "Black Letter Law" to uncover the ways Black being has been both the ink and ghosts of American jurisprudence. That is to say, we will be considering how Black being operates as a core concern of American jurisprudence, while often being absent from the text. In this course, students are encouraged to engage the holdings of the case—alongside the interventions of Black scholars of the day, and of the present—from the lens of critical race studies. This course encourages employment of multiple registers of knowledge inclusive of the spiritual, legal, emotional, cultural and creative.

Credits	2-3
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SEM-6015: Seminar: Critical Lawyering in Today’s World

This course explores law and lawyering through critical lenses as applied to current legal institutions and questions. We focus this semester on issues of Reproductive Justice – as a microcosm of the systems of White Supremacy and Patriarchy that underlie American Democracy. In so doing, we will consider various lawyering roles and skills, as well as becoming fluent in the basics of class theory, critical race theory, gender theory and intersectionality. In addition, students will learn to use the tools of narrative and critical reflection in their work as lawyers. The seminar will be highly interactive and collaborative; students will lead discussions, present materials, engage in simulations and role-plays, and write a substantive research paper. This course qualifies as a Long Paper offering. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already

satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits.

Credits	2-3
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SEM-6020: Seminar: Disability Law

This course will examine the rights and protections that currently exist for persons with disabilities. We will focus primarily on federal disability law, including the Rehabilitation Act of 1973, the Americans with Disabilities Act (as amended in 2008), IDEA, and other federal protections against disability-based discrimination. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits.

Credits	2
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SEM-6025: Seminar: Education Law

This course will provide a general overview to key legal issues in public and private education. The course will focus on understanding Minnesota and federal constitutions, statutes, case law, and policies. Key legal concepts include: history of public schools and the legal systems; governance and finance of public schools; church and state; free speech; desegregation; search and seizure; students with disabilities; compulsory attendance and student rights in statutes, common law and the constitutions; teacher rights in statutes, common law and constitutions; and school liability. Particular emphasis will be placed on core legal concepts and practice skills. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits. Blended courses open to all J.D. students PreReq: LAW- 1005 & LAW- 2005

Credits	2-3
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SEM-6030: Seminar: Election Law

This course will examine constitutional and statutory regulation of the electoral process. We will explore topics including the right to vote and the right to an equally-weighted vote; representation, districting, and partisan gerrymandering; minority vote dilution, the Voting Rights Act, and racial gerrymandering; election administration, vote-counting, voting technology, and voter identification;

and campaign finance laws and reform. The final grade will be based on class participation, an exam, and preparation of a paper on a topic selected by the student and approved by the professor. With the professor's prior approval, students may prepare a "long paper" to satisfy the Advanced Research and Writing requirement. You will get three credits if you write a long paper (which you may do even if you've already satisfied the long paper requirement) and two credits if you write a shorter paper. This is a seminar course with limited enrollment. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits. This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously. PreReq: LAW- 1005 OR LAW- 2005

Credits	2-3
Prerequisites	LAW-2005

SEM-6035: Seminar: Evolution and Constitutional Law

This seminar is intended to introduce students to key concepts in evolutionary biology (pre-adaptive and vestigial uses, punctuated equilibrium, path dependence, speciation, etc.) and to explore the extent to which these concepts are useful in thinking about constitutional law and how it evolves. The seminar is also intended to give students an opportunity to pull together on a macro-level multiple concepts that have already been encountered in constitutional law classes as well as in other required courses. Students will be given an opportunity to think "outside-the-box" in considering different philosophical and interpretive approaches to constitutional law as well as to the role of law in society.

Credits	3
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SEM-6040: Seminar: First Amendment

An intensive course in First Amendment jurisprudence and theory, focusing on the Freedom of Speech and Press Clauses. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits. PreReq: LAW- 1005 OR LAW- 2005

Credits	2-3
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SEM-6045: Seminar: Health Law

In this course, you will choose a health law topic on which to focus your attention for the semester, research intensively, and write about in a paper that will, if you desire, fulfill your Advanced Research and Writing Requirement. In the process, we will address how to choose an interesting and appropriate topic on which to write an extended paper; research topics in health law, policy, and medicine; use and cite research correctly; avoid plagiarism; write a useful paper outline; prepare a first paper draft; edit one's own and others' work; and write a polished final draft. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits. Blended courses open to all J.D. students.

Credits	2-3
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SEM-6050: Seminar: Homeless Youth in America

This course will examine the epidemic of youth homelessness including the history, policy trends, systems and movement for responding. Invisible, alone and thrown away, every night more than 1.3 million youth in the United States are homeless and vulnerable to abuse, disruptions to their education leading to long-term poverty and sex trafficking. These youth represent the failures of child welfare safety nets and juvenile corrections systems. In this course, students will learn about, explore and discuss youth homelessness including emerging policy issues and case law. This course will also examine the issues youth homelessness intersects with including race, racism, institutional bias, discrimination, bullying and harassment of GLBTQ youth. Students will meet and talk with leaders in the homeless youth field and be able to develop and propose promising policy solutions to youth homelessness because of this course. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits.

Credits	2-3
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SEM-6055: Seminar: Information Policy, Protection & Cybersecurity

From a legal point of view, there is a lot more to cybersecurity than the mechanics of how to secure

computers and mobile devices. This course begins with the identification of the various types of information that are commonly used and stored by businesses. It then examines the legal theories and strategies by which such information can be protected, including contract law and trade secret law. Next it considers the legal obligations that information holders have to maintain the privacy, confidentiality and security of information and the potential liability that flows from a failure to do so. Technological strategies and standards for securing information that is held in digital form are also discussed.

Credits	2-3
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SEM-6060: Seminar: International and Comparative IP Law

The primary focus of the course will be on international and comparative patent law, but the course will also address some facets of international trademark and copyright law. The course will present a comparative study of certain features of foreign patent laws. It will also overview the major multilateral treaties that govern the transnational assertion of patent protection of United States laws that are specifically directed to the protection of U.S. patent rights against foreign activities. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits. This is a HyFlex course that will meet at the listed times. We are planning for a portion of the students to participate in-person and a portion to participate remotely and synchronously.

Credits	2-3
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SEM-6065: Seminar: Law and Religion

This seminar will focus on contemporary issues at the intersection of law, religion, politics, and society. Topics will vary each semester, but may include U.S. court decisions on establishment of religion and religious liberty of individuals and religious bodies, comparative approaches to religious liberty issues, theological, and religious law approaches to legal issues, and jurisprudential issues such as the proper role of religion in politics, lawmaking, and the practice of law. PreReq: LAW- 1011, LAW- 1042, & LAW- 1037

Credits	2-3
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SEM-6070: Seminar: Marijuana and the Law

This seminar considers the fast-changing landscape of state and federal law and policy regarding marijuana. We discuss emerging issues, e.g. in banking and employment law, created by its uncertain status in states where recreational use is legal under state law, and potentially will hear from guest speakers including policymakers in the Minnesota Legislature debating allowing recreational use in Minnesota. Students can choose to write a long paper on a variety of related topics, as marijuana policy is an interesting lens through which to consider questions such as state versus federal jurisdiction, individual liberties, compliance design, and drug policy and incarceration.

Credits	2-3
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SEM-6075: Seminar: Media Law

This class is about the First Amendment and the Free Press. We will discuss a selection of the legal issues generated by the activities of the mass media. We will consider regulations of print, broadcast, and electronic media, including laws that govern obscenity and pornography, laws aimed at balancing free press and fair trial rights, and laws meant to preserve multiple voices in a market. We will explore publication-related issues such as libel and invasion of privacy, and newsgathering-related issues such as the extent of the reporter's privilege and restrictions on access to information. We will examine common law, regulatory law including Federal Communications Commission regulations, and statutory law including the Freedom of Information Act, but the primary focus of the course will be on how the First Amendment limits governmental control over the media. The final grade will be based on class participation, an exam, and preparation of a paper on a topic selected by the student and approved by the professor. With the professor's prior approval, students may prepare a "long paper" to satisfy the Advanced Research and Writing requirement. You will get three credits if you write a long paper (which you may do even if you've already satisfied the long paper requirement) and two credits if you write a shorter paper. This is a seminar course with limited enrollment. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits.

Credits	2-3
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SEM-6080: Seminar: National Security Law

This course analyses the Supreme Court cases, the federal statutes, and the regulations and policies necessary for addressing terrorism, and other major threats to American safety and well-being.

Credits	2-3
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SEM-6085: Seminar: Psychology and Dispute Resolution

This seminar is based on a very simple assumption: Human beings are "hard wired" to distort information in the process of assimilating it. Thus, for example, it is "natural" for negotiators to act "irrationally," for clients to make decisions "against interest", and for lawyers to fail to accurately assess benefits and risks of litigation. Learning a bit about the cognitive science of decision-making will help make you a better interviewer and counselor, allow you to be more successful in negotiation and other ADR processes, and increase your ability to persuade judges and other decision-makers about the "right" course of action. Moreover, an exploration of cognitive science may assist you in making sense of our "post-truth" world. Outright denial of objective fact—from climate change to voter suppression to pandemic risk and vaccine safety—has become a new normal. Why do so many people appear to respond to complexity with the easy shrug and slide from "it's hard to know" to "it's unknowable?" The law you have studied, flawed as it is, provides unrivaled tools for dealing with complexity: burdens of production and shifting burdens of proof, rigorous testing of evidence, procedures to qualify experts to name a few. We need these tools more than ever. And lawyers wielding them are incredibly important participants in a civil society dedicated to justice. But those tools are even more powerful in the hands of advocates who understand how psychology influences decision-making. The seminar will be highly interactive. Students should expect to lead discussions, present topics, engage in simulations and role-plays, and write a substantive research paper. This course qualifies as a Long Paper offering.

Credits	2-3
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SEM-6090: Seminar: Race and the Law

Explores the many ways in which race and the law have interacted historically and continue to interact. Students read and discuss a wide variety of materials, presenting a variety of viewpoints. Materials include historical, social-scientific, critical race theory, and feminist writers, as well as current legal materials. The goal in the seminar is to assist each participant to develop his or her own thinking on this important current issue. Students may take this course for 2

or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits.

Credits	2-3
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SEM-6095: Seminar: Race, Gender, and the Law

There is much power in the law. Power to create and take away rights, power to protect, and power to influence. But what if such power directly affected certain groups based on race, gender, sexuality, or all three? Whether that effect is good or bad is a subject of discussion for this course. From the macro aspect of Title VII to the narrowed CROWN Act, the influence of race, gender, and sexuality on the law is ever present. This course will examine the intersection of race, gender, and sexuality. It will include an overview of substantive law and the latest legal developments involving race, sexuality, and/or gender. The primary aim of this course is to study how race, gender, and sexuality have influenced today's laws overtime through the present. This course constitutes a Long Paper Offering. In addition to writing a final paper, you will present about your paper topic to your colleagues in the approved format of your choosing (traditional presentation, op-ed, podcast, etc.).

Credits	1-3
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SEM-6100: Sem:Race,Health Equity & the Law

The Institute of Medicine defines public health as "what we, as a society do collectively to assure the conditions for people to be healthy." Unlike health care, which focuses on medical interventions to improve the health of individual patients, public health takes a broader look at the wide-ranging determinants of population health. Although various interventions have been devised to protect health at the population level, disparities in health outcomes persist, with marginalized communities--racial and ethnic minorities, sexual minorities, low socioeconomic status people--bearing a disproportionate amount of negative health outcomes. These inequitable health outcomes are largely products of structural and institutional factors that are grounded in the law. This course will adopt a critical approach to law--along the axes of race, ethnicity, gender, and sexual identity, and class--to examine how the law creates, sustains, and legitimizes inequitable health outcomes. This critical approach will be used to analyze the legal dimensions of current public health issues, such as the COVID-19 pandemic, the obesity epidemic, tobacco control, healthcare access, natural disasters & climate change, and socio-political

determinants of health to challenge students think beyond the traditional paradigms of legal reasoning. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits. This is a HyFlex course.

Credits	2-3
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SEM-6105: Seminar: Race, Sexuality & the Law

This course will examine the ways in which race, gender, and sexuality intertwine to shape the public discourse, law, and, ultimately, society. We will also explore issues related to the experiences of LGBT people of color and their relationship to the dominant LGBT community and movement, as well as racial justice movements. The latter issues relate to broader questions of intragroup and intramural discrimination, and the capacity of any one social movement to represent all people who share a trait, as exemplified by Black feminist critiques of white female control over feminist spaces and male dominance in the Black civil rights movement. We will approach these provocative issues from a comparative perspective. For instance, we will compare the stereotyping of Black male sexuality and queer Latinx sexuality. Pedagogical methods will include reading cases and legal scholarship, analyzing other literary texts, and viewing and critiquing film and television. Questions we will explore together include, but are not limited to, the following: • How do the media represent the sexualities and identities of people of color, BlaQueer people and of LGBT people of color? • How do these representations influence law? To what extent do interracial couplings reduce or reflect racial stereotypes? • Do legal analysis and public discourse regarding "gay rights" issues tend to assume and center white male subject and thus exclude other LGBT experiences? • Are BlaQueer and LGBT people of color best served by working within the dominant LGBT rights movement or Black and people of color movements, or should they develop their own identities, rubrics and movements? • How can heterosexuals and racial-sexual minorities find common ground and build coalitions?

Credits	2-3
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SEM-6110: Seminar: Reproductive Rights

This seminar will focus on contemporary issues involving reproductive rights. Topics will vary from semester to semester, but will concern aspects of the right to procreate, the right to avoid procreation, legal issues involving pregnancy and childbirth, the role of the state in facilitating

or hindering relevant rights and practices, and policy issues concerning the same. In the process, we will study relevant federal and state constitutional law, statutory and case law, proposed bills, and regulatory provisions. Students may use this seminar to fulfil their long paper requirement. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits. Blended courses open to all J.D. students.

Credits	2-3
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SEM-6115: Seminar: Theories in Leadership and Dispute Resolution

Leadership is understood as a process of one or more people motivating other people to act in a certain way or believe a certain thing. Leadership can be studied as behavioral skills (such as competencies), cognitive beliefs (such as leader identity), and emotional abilities (such as emotional intelligence). It is the balance between ways of doing and ways of being. This course explores different frameworks of leadership included adaptive, servant, and embodied theories of leadership and applies those leadership frameworks to the work that lawyers do in resolving conflict and dispute on behalf of clients and with others as part of the client representation. Students may take this course for 2 or 3 credits. Students planning to satisfy the long paper requirement in this course, and students who have already satisfied the long paper requirement and plan to write another long paper in this course, should register for three credits.

Credits	2-3
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SEM-6120: Seminar: Wrongful Convictions

This seminar will examine the causes that lead to wrongful convictions, including mistaken eyewitness identification, false confessions, faulty forensic science, tunnel vision, prosecutorial misconduct, ineffective assistance of counsel, and compensation for exonerees. In each topic area, the course will examine the systemic failures that lead to convictions of persons who are factually innocent and reforms that have been proposed to address those systemic failures. The main deliverable in this course is an independent research and writing project based on a topic of the student's choosing.

Credits	2-3
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SEM-6125: Seminar: Cash Bail and the American Criminal Legal System: From Reform

This class intends to use the bail system in the United States and the current reform and bail fund movements as a prism for students to think about movement lawyering. A practical on-ramp for students to consider how to engage in systems reform, as well as an opportunity to interrogate how the US engages with pre-trial detention compared to other systems. By using comparison to three other modern criminal law systems this class seeks to encourage students to think expansively about the other options available to US legislators.

Credits	2-3
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SEM-6130: Seminar: Approaches to Statutory and Constitutional Interpretation

This seminar will introduce students to a range of approaches to statutory and constitutional interpretation, enabling them to consider the strengths and weaknesses of a variety of interpretive methodologies. The course will use Title VII of the Civil Rights Act to explore the interplay between administrative agency and judicial interpretations of statutes. It will explore the textualist, purposive and intentionalist approaches to statutory interpretation more generally, and also survey a variety of linguistic and substantive rules related to statutory interpretation, as well as the relevance of legislative history. These approaches will then be compared with the textualist, originalist and “living constitutional” approaches to constitutional interpretation, taking into consideration the strengths and weaknesses of each. Students will be challenged to consider differences in interpreting a constitution as opposed to a statute and to explore the ways that different interpretive approaches can put a “thumb on the scale” in terms of different substantive outcomes. This seminar is intended to serve as a capstone experience for students, bringing together a range of concepts and theories from first year to more advanced classes. PreReq: LAW- 2006

Credits	2-3
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Prerequisites
LAW-20065 AND LAW-1005

STL-1025: LARC Writing Assistant (LWA) I

LARC Writing Assistants will work with students one-on-one during set office hours (in person and on Zoom); LWAs will assist first-year residential-program students (1Ls) with LARC-related course work, in accordance with any limitations placed on their review by the assigning professor. LWAs will

assist 1Ls in identifying skill-based problems with their writing and then work with the students to develop a plan to address those problems. LWAs are not editors and will never give feedback on the substance of an assignment. LARC Writing Assistants will hold bi-weekly supplemental sessions to supplement the lessons covered in LARC I and II: LWAs will each plan and host one supplemental review session over the lunch hour each semester on a topic on by the LWAs and LARC professors (e.g., the Bluebook, Reading and Briefing a Case, or Comma Rules). The LARC professors and LWAs will work together to set the schedule for these sessions before the semester begins. LARC Writing Assistants will draft and get feedback on objective and persuasive writing assignments: LWAs will have the opportunity to work together and draft sample answers for various 1L LARC assignments. After submitting a draft, the LWAs will receive feedback from the LARC professors so that they can continue to build their legal analysis, research, and writing skills. In addition, the LWAs will help prepare materials related to the spring LARC II problem and, relatedly, to the Summit Cup Motion Argument Competition. LARC Writing Assistants will get training on effective and inclusive teaching and learning strategies.

Credits	1
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STL-1026: LARC Writing Assistant (LWA) II

LARC Writing Assistants will work with students one-on-one during set office hours (in person and on Zoom): LWAs will assist first-year residential-program students (1Ls) with LARC-related course work, in accordance with any limitations placed on their review by the assigning professor. LWAs will assist 1Ls in identifying skill-based problems with their writing and then work with the students to develop a plan to address those problems. LWAs are not editors and will never give feedback on the substance of an assignment. LARC Writing Assistants will hold bi-weekly supplemental sessions to supplement the lessons covered in LARC I and II: LWAs will each plan and host one supplemental review session over the lunch hour each semester on a topic on by the LWAs and LARC professors (e.g., the Bluebook, Reading and Briefing a Case, or Comma Rules). The LARC professors and LWAs will work together to set the schedule for these sessions before the semester begins. LARC Writing Assistants will draft and get feedback on objective and persuasive writing assignments: LWAs will have the opportunity to work together and draft sample answers for various 1L LARC assignments. After submitting a draft, the LWAs will receive feedback from the LARC professors so that they can continue to build their legal analysis, research, and writing skills. In addition, the LWAs will help prepare materials related to the spring LARC II problem and, relatedly, to the

Summit Cup Motion Argument Competition. LARC Writing Assistants will get training on effective and inclusive teaching and learning strategies.

Credits	2
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STL-1030: Legal Methods Student Leader

Student leaders serve as liaisons to first-year students enrolled in the Legal Methods class to provide them with mentorship and feedback, and respond to students' questions and concerns. Student Leaders are assigned to a small group of Legal Methods and are required to attend all weekly sessions of Legal Methods. Student Leaders are also required to provide oral and written feedback to students and host weekly drop-in office hours, for one to two hours every week, during which they respond to students' questions and concerns. Student Leaders are also required to review departmental written materials, including but not limited to a handbook and/or handouts regarding providing feedback as well as the skills of critical reading, case briefing, course outlining, IRAC, and essay and multiple choice-exam taking. Registration by application only.

Prohibited Course Description

Students cannot earn credit in both Arbitration Law and Introduction to U.S. Arbitration Law: Domestic and International Aspects.

Credits	1
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Faculty

President/Dean

Camile M Davidson

Bonner Family Chair; President and Dean
President/Dean
B.A., Millsaps College J.D., Georgetown University Law Center

Vice Dean

Zeanta Jill Bryant

Vice Dean, Administration; Professor of Law
Vice Dean
B.S., 1980, Northwestern University J.D., 1983, Columbia University School of Law

Morgan Holcomb

Vice Dean, Academics; Professor of Law
Vice Dean
B.A., Grinnell College J.D., University of Minnesota Law School

Faculty

Ana Pottratz Acosta

Professor of Law
Faculty
B.A., University of Minnesota-Twin Cities J.D., Columbia Law School

Laura Brooks '15

Associate Teaching Professor
Faculty
B.S., 2012, Minnesota State University J.D., 2015, Hamline School of Law

Vonda Brown

Assistant Teaching Professor
Faculty
J.D., Texas Southern University, Thurgood Marshall School of Law B.S., University of Phoenix

Bradford W Colbert '85

Professor of Law
Faculty
B.S., 1979, University of Wisconsin-Madison J.D., 1985, William Mitchell College of Law

Barbara Columbo '89

Director, Health Law Institute and Health Care Compliance Program; Professor of Law
Faculty
B.S., R.N., College of St. Teresa J.D., William Mitchell College of Law

Nicole Coon

Associate Teaching Professor
Faculty
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Hetal Dalal

Associate Professor of Law
Faculty
B.A., University of Redlands J.D., University of Minnesota Law School

Gregory M Duhl

Professor of Law
Faculty
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Angelique W EagleWoman

Sisseton Wahpeton Oyate (Dakota), Director, Native American Law and Sovereignty Institute; Professor of Law
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B.A., 1993, Stanford University J.D., 1998, The University of North Dakota School of Law LL.M., 2004, The University of Tulsa College of Law

Mark Edwards

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Maggie Eilertson '08

Director, Academic Excellence; Teaching Professor
Faculty
B.A., 2004, Vassar College J.D., 2008, William Mitchell
School of Law

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